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Montana. Board of Public Education.
Montana school accreditation:
standards and procedures manual.

Montana School Accreditation

Standards and Procedures Manual

Board of Public Education
2500 Broadway

OPI

Linda McCulloch, Superintendent
Montana Office of Public Instruction
P.O. Box 202501
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— Montana Office of Public Instruction —

Linda McCulloch
State Superintendent

Dear Friend:

It is my honor to be writing this letter of introduction to the 2001 "Montana School Accreditation Manual". As you peruse through this standards and procedures manual, please keep in mind the arduous process and incredible time commitment so many organizations and individuals devoted to seeing this project come to fruition.

Since the publication of our last manual in 1999, the Board of Public Education has adopted new accreditation standards for the state of Montana. In order to facilitate these standards being adopted, a process was begun that encompassed a diverse group of individuals throughout our state. Teachers and administrators represented large and small schools; urban and rural schools; north, south, east and west regions of the state were represented, as well as MSBA, MEA-MFT, OPI, MREA, SAM, County Superintendents and the PTA.

The above mentioned committee reviewed the previous document LINE BY LINE and made changes after careful and deliberate discussions. Before adopting accreditation changes, the Board of Public Education followed established public hearing processes and then presented the final document to the state of Montana. A spirit of collaboration and cooperation reigned supreme throughout this 18 month-long process.

I am proud of everyone involved in this arduous process. At a time of diminishing resources, it would have been so easy for the bar of expectations to be lowered. The easy way out was not chosen; and so, we have continued to raise the bar of high expectations for Montana schools and our students.

Again, my thanks to all involved. I encourage each and every school in the state of Montana to use these standards to provide the very best possible education in our public schools for all Montana's students.

Sincerely,

Linda McCulloch

Linda McCulloch
Superintendent of Public Instruction

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RESERVED
FOR
"INTRODUCTION
TO ENTIRE MANUAL"

Reserved

BOARD OF PUBLIC EDUCATION

Standards for School Accreditation as per 20-7-101 MCA: (1) Standards of accreditation for all schools shall be adopted by the board of public education upon the recommendations of the superintendent of public instruction.

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MONTANA SCHOOL ACCREDITATION STANDARDS AND PROCEDURES

RESERVED FOR INTRODUCTION TO CHAPTER 55

—Reserved—

STANDARDS OF ACCREDITATION

General Provisions

The state board of public education is responsible for establishing and maintaining standards for all public schools in Montana. The standards guarantee students the benefits of attendance in accredited schools and provide a basis for transfer. The accreditation standards are reviewed regularly and published annually.

10.55.601 ACCREDITATION STANDARDS: PROCEDURES (1) The board of public education adopts standards of accreditation upon the recommendation of the state superintendent of public instruction.

(2) The board and the office of public instruction establish procedures and schedules for reviewing the accreditation status of each school.

(3) To ensure continuous education improvement, the school district shall develop, implement, evaluate, and revise a five-year comprehensive education plan.

(a) This plan shall include:

(i) a school district level education profile as described in guidance provided periodically by the office of public instruction;

(ii) the school district's educational goals in accordance with ARM 10.55.701;

(iii) a description of planned progress toward implementing all content, performance, and program area standards, in accordance with the schedule in ARM 10.55.603;

(iv) a description of strategies for assessing student progress toward meeting all content and performance standards, in accordance with ARM 10.55.603; and

(v) a professional development component, in accordance with ARM 10.55.714.

(b) By May 1, 2002, the district trustees shall file their adopted five-year comprehensive education plan with the office of public instruction and make their plan available to employees and the public.

(c) The office of public instruction shall develop and implement procedures necessary to monitor and evaluate the effectiveness of each school district's comprehensive education plan.

(4) To ensure continuous educational improvement and to meet the identified needs of students in every school, every school in the district shall develop and have on file in the district office a comprehensive education plan.

(5) To ensure continuous educational improvement, the office of public instruction shall provide guidance, resources, and evaluation to assist in the implementation of district and school plans to improve teaching and learning for all students.

(6) School districts are required to maintain present programs that meet current standards until such standards are superseded. The content and performance standards will supersede model learner goals according to the following schedule:

(a) Reading — November 1998;
(b) Mathematics — November 1998;
(c) Science — October 1999;
(d) Technology — October 1999;
(e) Health enhancement — October 1999;
(f) Communication arts aligned to the reading content and performance standards — October 1999;
(g) World languages — October 1999;
(h) Social studies — October 2000;
(i) Arts — October 2000;
(j) Library media — October 2000;
(k) Workplace competencies — October 2000;
(l) Vocational/technical education — October 2001.

(7) On or before July 1, 2004, a school district shall align its curriculum to the state content and performance standards and program area standards as adopted by the board of public education. A school district shall maintain programs to align with the state's schedule for revising standards.

10.55.602 DEFINITIONS For the purpose of this chapter, the following terms apply:

(1) "Benchmark" means expectations for a student's knowledge, skills, and abilities along a developmental

continuum in each content area. That continuum is focused at three points: the end of grade 4, the end of grade 8, and upon graduation (grade 12).

(2) "School administrator" means a person who is a part of the school's administrative or supervisory staff and who holds a class 3 certificate and is appropriately endorsed.

(3) "Combined school district" means an elementary district and a high school district which are combined for district administration purposes. Most town school districts in Montana would fit this category, i.e. Helena, Hamilton, Whitehall.

(4) "Content standard" means what all students should know, understand and be able to do in a specific content area, such as reading, mathematics, or social studies.

(5) "Deviation" means a citation of noncompliance with any given standard.

(6) "Independent elementary school district" means a district organized for the purpose of providing public education for all or any combination of grades kindergarten through 8.

(7) "Performance standard" means the specific expectations for performance in each content area at each of the three benchmarks. Performance standards explicitly define the quality of performance and describe the performance to be demonstrated.

(8) "Program area standards" means the subject matter Montana school districts are required to offer and the strategies and proven practices used to instruct. The program area standards include: communication arts, arts, health enhancement, mathematics, science, social studies, vocational/technical education, technology, workplace competencies, library media, world languages and guidance.

(9) "Assessment" means the gathering, organizing, and evaluation of information about student learning in order to monitor and measure the effectiveness of the instructional program.

10.55.603 CURRICULUM DEVELOPMENT AND ASSESSMENT (1) Local school districts shall incorporate all content and performance standards into their curriculum, implementing them sequentially and developmentally. School districts shall assess the progress of all students toward achieving content and performance standards in all program areas. Assessment of all students shall be used to examine the educational program and measure its effectiveness based on the content and performance standards.

(a) The examination of program effectiveness using assessment results shall be supplemented with information about graduates and other students no longer in attendance.

(b) The information obtained shall be considered in curriculum and assessment development.

(2) For content and performance standards in all program areas, in accordance with ARM 10.55.602(8), school districts shall:

(a) establish curriculum and assessment development processes as a cooperative effort of personnel certified and endorsed in the program area and trustees, administrators, other teachers, students, specialists, parents, community and, when appropriate, tribal representatives and state resource people;

(b) review curricula at intervals not exceeding five years and modify as needed to meet educational goals of the five-year comprehensive education plan in accordance with ARM 10.55.601;

(c) at least every five years, review and select materials and resources necessary for implementation of the curriculum and assessment that are consistent with the goals of the five-year comprehensive education plan;

(d) review curricula to ensure the inclusion of the distinct and unique cultural heritage of the American Indians.

(3) Assessment plans shall be included in the comprehensive education plan.

(a) School districts shall use effective and appropriate multiple measures and methods to assess student progress in achieving content and performance standards in all program areas.

(b) Utilizing input from representatives of accredited schools, the office of public instruction shall develop criteria and procedures for the selection of effective and appropriate multiple measures and methods to be used to assess student progress in reading and mathematics in grades 4, 8 and 11.

(c) The office of public instruction shall provide technical assistance to districts to meet the criteria and procedures in (3)(b).

(d) Not later than the school year immediately following the completion of written sequential curricula aligned with the content and performance standards in a program area in accordance with ARM 10.55.601(6), the school district shall begin the development of a student assessment process for that program area. The assessment process must be in place two years following the development of written curriculum.

(4) In addition to the school-by-school reporting of norm-referenced testing results in accordance with ARM 10.56.101, districts shall annually report to the office of public instruction the school level results of measures for the standards that are not adequately assessed by the norm-referenced tests in reading and mathematics at grades 4, 8 and 11.

(a) Utilizing input from representatives of accredited schools; the office of public instruction will identify the additional standards in reading and mathematics that are to be assessed with other measures.

(b) The measures used to report to the office of public instruction shall be included within the district assessment plan in accordance with ARM 10.55.601.

(c) The criteria and procedures set forth in (3)(b) shall be used by the office of public instruction in an approval process to assure the quality of the other measures that will be used to assess and report progress in reading and mathematics at grades 4, 8 and 11.

10.55.604 VARIANCES TO STANDARDS (1) A school district may apply to the board of public education through the office of public instruction to implement an alternative to a standard or a section of standards, excluding standards stating a statutory criteria, standards pertaining to teacher certification, and content and performance standards as defined by the board of public education and provided in guidance from the office of public instruction.

(a) In its application, the school district shall provide evidence establishing that its alternative is workable and educationally sound in comparison to the intent of the standard(s) that would be waived, and shall establish that the goals of the alternative will meet or exceed the results under the current standard(s).

(b) In its application, the school district shall submit a statement of mission and objectives, and identify formative and summative measures to be used to evaluate the effectiveness of the alternative.

(c) Upon appropriate application, the board of public education shall approve or deny the proposed alternative.

(d) If the board denies the proposed alternative, it shall state in writing why it has done so.

(e) If the board approves the proposed alternative, its initial approval shall be for two years.

(f) During the second year of the initial approval, the board of public education, through the office of public instruction, shall direct an on-site evaluation of the alternative.

(g) If the board finds the alternative is workable and educationally sound in comparison to how the waived standard(s) previously worked in the district, the board shall renew the alternative for five years.

(h) Subject to on-site evaluations every five years, the board may continue to renew the alternative.

(i) A school district may discontinue an approved alternative at any time. If it does so, it shall promptly notify the board of public education in writing.

(2) A school district may apply to the board of public education through the office of public instruction to create a charter school.

(a) A charter school must provide an education that meets or exceeds the requirements of the Montana Constitution, state law, and school accreditation standards.

(b) The board of public education may only grant charters to publicly funded schools or programs under the supervision and control of a locally elected board of trustees in an existing school district.

(c) The procedure by which a school district may apply to create a charter school and by which the board of public education may approve, deny, evaluate, and renew a charter school shall be identical to that outlined in ARM 10.55.604.

(d) To be proposed by a school district and approved by the board of public education, a charter school shall, at a minimum, guarantee the following:

(i) school district governance and control;

(ii) unrestricted, open student access;

(iii) compliance with all health and safety laws;

(iv) teacher certification and endorsement to the same extent as required or provided by state law or accreditation standards;

(v) employee collective bargaining to the same extent as required or provided by state law; and

(vi) a plan for consideration of input by community members and staff as to formation and implementation issues. Consideration of input may be identified by formation of advisory committees involving staff and/or community members, conduct of a properly noticed public meeting for purposes of comment on the formation or operation of the charter school, or any other reasonable means that result in an opportunity for input by staff and community members prior to a decision of significant interest to the public regarding the formation or operation of the charter school.

(e) A school district may discontinue an approved charter school at any time. If it does so, it shall promptly notify the board of public education in writing.

10.55.605 CATEGORIES OF ACCREDITATION (1) Regular accreditation means the school has:

(a) its program aligned to the content and performance standards and program area standards;

(b) certified staff that is appropriately assigned, and fully utilized;

(c) school programs and resources that are adequate;

(d) facilities that meet appropriate standards; and

(e) school trustees, staff, parents, and community that work together to provide a quality education.

(2) When the school meets the regular accreditation standards with minor deviations, these deviations are noted on the annual accreditation status letter as minor citations when considering the school program in its entirety.

(3) Accreditation with advice means the school exhibits serious and/or numerous deviations from the standards. The school must submit an improvement plan developed by trustees, administrators, teachers, parents, and the community, to the office of public instruction.

(4) Deficiency accreditation with assistance means that the school has been on advice status for at least two years and continues to have serious and/or numerous deviations, or has substantially increased the seriousness of deviations over the previous year.

(a) A school will be accredited with deficiency if:

(i) the school employs as a teacher an individual who does not have a Montana teaching certificate;

(ii) the school has a facility that creates an unhealthy environment with safety and health hazards; or

(iii) the school provides an inadequate learning environment.

(b) The school administrator and the chair of the board of trustees will submit and/or come before the board of public education with an improvement plan and a systematic procedure for correcting the deviations noted. The office of public instruction will facilitate assistance to enable the school to accomplish the goals of the improvement plan and to correct the deviations.

(5) Nonaccredited status means that a school on deficiency status fails to document that it has met its improvement plan.

(6) A school seeking initial accreditation or reinstatement of accreditation shall meet the requirements of regular accreditation outlined in (1). This process shall include an on-site review from the office of public instruction.

10.55.606 PERFORMANCE-BASED ACCREDITATION

(1) Performance-based accreditation gives a school district the option of obtaining, for one or more of its schools, accreditation through a process that involves self-evaluation, peer-review and on-site visitations. This method allows a school to meet accreditation standards by showing through its students' work that it provides a quality education. The school improvement plan serves as a basis for assessment of school effectiveness and an impetus for mobilizing improvement efforts.

(2) After engaging in a sustained school improvement effort, a school district, on behalf of one or more of its schools, may apply to the superintendent of public instruction for performance-based accreditation. The board of public education makes the final decision on whether a school is accredited through the performance-based accreditation process. The school improvement process shall incorporate the following six steps or their equivalent:

(a) development of a student/community profile;

(b) development of a school mission and goals that reflect a locally derived philosophy of education;

(c) identification of desired learner results based on the content and performance standards;

(d) analysis of instructional and organizational effectiveness;

(e) development and implementation of a school improvement plan; and

(f) monitoring through self-assessment and visits by peers or teams.

(3) To be granted performance-based accreditation, a school must:

(a) engage in a continuous schoolwide improvement process;

(b) host at least two visitations, chaired by a person trained or experienced in the process to seek feedback and validate the school improvement process;

(c) notify the superintendent of public instruction of the visitation dates and team members. A member of the staff of the office of public instruction shall be invited to be a member of the visitation team;

(d) submit reports of the visitation to the superintendent of public instruction; and

(e) apply to the superintendent of public instruction for performance-based accreditation by providing documentation of school improvement, including, but not limited to:

(i) visitation reports;

(ii) a school improvement plan;

(iii) evidence of attainment or significant progress toward attainment of the school improvement plan goals; and

(iv) a recommendation from the visitation team that the board of public education grant performance-based accreditation.

(4) After a review in which the school demonstrates successful attainment or significant progress toward achieving the desired learner results, the school may be granted performance-based accreditation for up to six years. The school is subject to peer or team reviews at least every three years. The review shall establish that:

(a) the integrity of the school improvement process is maintained;
(b) the school is making informed, data-driven decisions;
(c) the process is school-based;
(d) all steps of the school improvement process are connected and inform one another;
(e) committees work collaboratively within and among one another;
(f) the school implements each step appropriately; and
(g) student learning is central to the entire process, with improvement demonstrated in desired learner results, based on content and performance standards.

(5) A school district, on behalf of one or more of its accredited schools electing this process, may petition the superintendent of public instruction to recommend that the board of public education waive existing standards that interfere with the school improvement plan, excluding standards stating a statutory requirement, standards pertaining to teacher certification and content and performance standards as defined by the board of public education.

School Leadership

10.55.701 BOARD OF TRUSTEES *Public education in Montana is accomplished by the formation of school districts governed by boards of trustees, who make policy, establish elections, propose levies, and approve expenditures, and who serve at the will of the electorate according to the Montana Constitution, the laws of Montana, and the Administrative Rules of Montana of the board of public education and other pertinent state agencies.* (1) The board of trustees shall ensure that the school district complies with all local, state, and federal laws and regulations.

(2) The board of trustees shall provide in each school building at least one copy of the accreditation standards for staff and public review.

(3) Each school district shall have in writing and available to the staff and public:
(a) a comprehensive philosophy of education;
(b) goals that reflect the district's philosophy of education;
(c) sequential curricula for each program area that aligns to the content and performance standards and the district's educational goals;
(d) policies establishing student assessment procedures that ensure evaluation of the school's curricula and student learning. These procedures shall specify how and when data are to be collected, analyzed, and reported;
(e) policies that delineate the responsibilities of the board, superintendent, and personnel employed by the school district. The trustees shall review these policies on a regular basis and make them available to employees and the public;
(f) a policy on student, parent, and school employee due process rights;
(g) an equity policy;
(h) a transfer policy for determining the appropriate placement of incoming students;
(i) an academic freedom policy;
(j) a materials selection policy, including a challenge procedure, for all curricular and support materials;
(k) a copyright policy;
(l) a policy that defines the use of school facilities and resources;
(m) a parent involvement policy that encourages:
(i) regular, two-way and meaningful communication between home and school;
(ii) promotion and support of parenting skills;
(iii) that parents play an integral role in assisting student learning;
(iv) that parents are welcome in the school, and that their support and assistance are sought;
(v) parents as full partners in the decisions that affect children and families; and
(vi) community resources be used to strengthen schools, families, and student learning; and
(n) a policy that incorporates the distinct and unique cultural heritage of American Indians and that is aligned with district educational goals.

(4) The board of trustees shall have valid, written contracts with all regularly employed certified administrative, supervisory, and teaching personnel.

(5) The board of trustees shall have written policies and procedures for regular and periodic evaluation of all regularly employed certified administrative, supervisory, and teaching personnel. The individual evaluated shall have a written copy of the evaluation, the opportunity to respond in writing to the evaluation, and access to his/her files. Personnel files shall be confidential.

(6) The board of trustees shall establish conditions that contribute to a positive school climate and morale by

encouraging cooperative and harmonious relationships among the staff members, students, parents, and community.

(7) To enhance a positive learning environment, the board of trustees shall:

(a) establish a system to keep parents/guardians up to date on students' progress;

(b) use technology and equipment to facilitate management and instruction.

(8) To ensure continuous education improvement, the district shall engage in a continuous school improvement process.

10.55.702 CERTIFICATION OF DISTRICT SUPERINTENDENT

(1) The district superintendent shall be certified in accordance with state statutes and board of public education rules.

10.55.703 CERTIFICATION AND DUTIES OF SCHOOL ADMINISTRATOR: PRINCIPAL (1) The school administrator shall:

(a) be certified in accordance with state statutes and board of public education rules;

(b) be considered appropriately assigned if he/she is enrolled in a board of public education approved principal internship program;

(c) have a certificate endorsed at the level assigned as an administrator, except where one individual serves as the single administrator for the entire district under ARM 10.55.705(1)(a) or (b), where the superintendent may hold either a high school or elementary administrative endorsement. No individual may be assigned a total of more than 100 percent full-time equivalent (FTE);

(d) consider ways to:

(i) provide instructional leadership;

(ii) exercise vision in defining and accomplishing the school's mission;

(iii) encourage teachers to have high expectations for student achievement;

(iv) stress the importance of parents' and students' roles in academic success;

(e) involve staff and others in decision making and in setting, accomplishing, and assessing educational goals;

(f) carry out the district's policies and procedures;

(g) be responsible for the effective day-to-day operation of the school, including the management of finances, materials, and human resources.

10.55.704 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF DISTRICT SUPERINTENDENTS (1) A district superintendent for a combined elementary-high school district or a county high school district or an independent elementary school district shall be assigned as follows:

(a) A full or part-time district superintendent and a full or half-time school administrator as defined in ARM 10.55.705(1)(a) or (b) shall be employed for an independent elementary district with fewer than 18 full-time equivalent (FTE) certified staff or the district shall utilize the services of the county superintendent to fulfill the duties of the district superintendent. One administrator may serve as both superintendent and part-time school administrator as defined in ARM 10.55.705(1)(a) or (b). A superintendent serving under this subsection shall devote full time to administration and supervision not to exceed a total assignment of 100 percent FTE;

(b) A full or part-time district superintendent and a full or half-time school administrator shall be employed for a combined elementary-high school district or a county high school district with fewer than 30 FTE certified staff. A full or part-time district superintendent and a full or half- time school administrator shall be employed for an independent elementary district with more than 18 but fewer than 30 FTE certified staff. One administrator may serve as both superintendent and part-time school administrator as defined in ARM 10.55.705(1)(a) or (b). A superintendent serving under this subsection shall devote full time to administration and supervision not to exceed a total assignment of 100 percent FTE;

(c) A full-time (1 FTE) district superintendent shall be employed for any district with 30 or more FTE certified staff, or 551 or more students.

(2) A combined elementary-high school district, or a county high school district, or an independent elementary school district with 100 or more FTE certified staff shall employ a full-time curriculum coordinator to supervise the educational program and alignment of standards, assessment, curriculum, instruction, and instructional materials. The curriculum coordinator shall hold a class 3 administrative certificate. Those districts with less than 100 FTE certified staff and no full-time curriculum coordinator shall employ the services of a regional curriculum consortium or a part-time, designated curriculum coordinator.

10.55.705 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF SCHOOL ADMINISTRATORS (1) School districts shall employ appropriately endorsed school administrators as follows:

(a) A district superintendent or supervising teacher and county superintendent for schools with fewer than 9 full-time equivalent (FTE) certified staff;

(b) .5 FTE for schools with 9-17 FTE certified staff;

(c) 1 FTE for schools with 18-29 FTE certified staff or 250-550 students;

(d) 2 FTE for schools with 551-1050 students;

(e) 3 FTE for schools with 1051-1550 students;

(f) 4 FTE for schools with 1551-2050 students; and

(g) 5 FTE for schools with 2051 or more students.

(2) In schools with more than one school administrator, the first administrator shall be appropriately endorsed as principal. The additional administrators shall have administrative endorsement(s) at the appropriate level(s) and in the area(s) that accurately reflect their supervisory responsibilities. For example, a school may assign properly certified and endorsed curriculum coordinators to supervise the appropriate instructional programs.

(3) In schools with at least three FTE school administrators who are administratively endorsed, release time of department coordinators or chairpersons may be counted toward additional school administration. Department coordinators or chairpersons counted toward school administration may observe and supervise but shall not formally evaluate classroom instruction.

10.55.706 TEACHER INVOLVEMENT (1) Teachers shall be involved in curriculum development and student assessments and in the promotion of a school climate that enhances student learning, achievement, and well-being.

10.55.707 TEACHER AND SPECIALIST CERTIFICATION

(1) Teachers shall hold Montana teaching certificates.

(2) An emergency authorization of employment is not a valid certificate; it is granted to a district which, under emergency conditions, cannot secure the services of a certified teacher.

(3) All school psychologists must be certified with a class 6 specialist certificate.

(4) Certified teachers and guidance counselors who are enrolled in board of public education approved internship programs shall be considered appropriately assigned when teaching or serving as a guidance counselor in the internship area.

(5) All personnel whose qualifications are not outlined in the certification standards must have a license issued by the appropriate state or federal licensing agent or national registry if required by the existing rules and regulations.

10.55.708 TEACHING ASSIGNMENTS (1) Teachers shall be assigned at the levels and in the subjects for which their certificates are endorsed. Exceptions are:

(a) individuals serving in internship positions approved by the board of public education;

(b) teachers assigned in grade 5 or 6 in the departmentalized classroom or middle school, who hold a 5-12 secondary certificate, must be endorsed in the subjects they are teaching. A 5-12 certificate will not cover a grade 5 or 6 assignment in a self-contained classroom;

(c) clarifications of teaching assignments in grades 5 through 12 departmentalized settings are published in Appendix A of the "Montana School Accreditation Standards and Procedures Manual" adopted November 2000.

(2) Certification at the elementary level entitles the holder to teach in grades K through 8.

(3) No teacher shall have more than 28 hours of assigned student responsibility per week except for one-, two-, and three-teacher schools.

10.55.709 LIBRARY MEDIA SERVICES, K-12 (1) The library shall be housed in a central location, and each school shall have a full-time or part-time certified school library media specialist with a K-12 library media endorsement at the following ratio:

(a) .5 FTE for schools with 126-250 students;

(b) 1 FTE for schools with 251-500 students;

(c) 1.5 FTE for schools with 501-1000 students;

(d) 2 FTE for schools with 1001-1500 students;

(e) 2.5 FTE for schools with 1501-2000 students;

(f) 3 FTE for schools with 2001 or more students.

(2) Schools or districts of fewer than 125 students shall employ or contract with a certified, endorsed school library media specialist, or seek alternative ways to provide library media services, using certified personnel. For

example, they may contract for services or receive services from a regional, certified library media specialist provided through joint efforts of adjacent districts and/or counties.

(a) Alternative services shall include:

(i) instruction in library media skills;

(ii) administration of a library media program that meets the district's instructional goals;

(iii) collection, development and management;

(iv) reader assistance;

(v) library media collection management; and

(vi) inservice in the use of new resources and equipment.

10.55.710 ASSIGNMENT OF GUIDANCE STAFF (1) A minimum equivalent of one full-time counselor for each 400 elementary (K-8) students shall be provided. The counselor/student ratio shall be prorated.

(2) A minimum equivalent of one full-time counselor for each 400 high school students (including grades 7 and 8 if high school funding is received) shall be provided. The counselor/student ratio shall be prorated.

(3) Schools and/or districts with fewer than 125 students shall employ or contract with a certified, endorsed school guidance specialist, or they shall seek alternative ways to provide guidance services and meet the required guidance program goals, using certified personnel. For example, they may contract for services or receive services from a regional, certified guidance specialist provided through joint efforts of adjacent districts and/or counties.

(a) When a school district uses alternatives to meet this standard, it shall submit a description of the alternatives to the office of public instruction and seek approval from the board of public education.

10.55.711 GENERAL: CLASS SIZE AND TEACHER LOAD (1) These standards do not require a minimum class size at any grade level or for any subject offered. One pupil may be considered a class.

10.55.712 CLASS SIZE: ELEMENTARY (1) In single grade rooms, the maximum class size shall be:

(a) no more than 20 students in kindergarten and grades 1 and 2;

(b) no more than 28 students in grades 3 and 4;

(c) no more than 30 students in grades 5 through 8.

(2) In multigrade classrooms, the maximum class size shall be:

(a) no more than 20 students in grades K, 1, 2, and 3;

(b) no more than 24 students in grades 4, 5, and 6;

(c) no more than 26 students in grades 7 and 8.

(3) Multigrade classrooms that cross grade level boundaries (e.g., 3-4, 6-7) shall use the maximum of the lower grade.

(4) In one-teacher schools, the maximum class size shall be 18 students.

(5) Instructional aides are mandatory when class size or teacher load exceed the standards. An instructional aide shall be assigned a minimum of 1 1/2 hours per day, per student overload up to six hours.

(6) An overload of five students per classroom is considered excessive.

10.55.713 TEACHER LOAD AND CLASS SIZE: HIGH SCHOOL, JUNIOR HIGH, MIDDLE SCHOOL, AND GRADES 7 AND 8 BUDGETED AT HIGH SCHOOL RATES (1) In addition to the school administrator, the school shall employ a sufficient number of certified FTEs to allow for varying instructional patterns including, but not limited to teaming, core curriculum and departmentalization. Each program offered shall have properly endorsed FTE(s).

(2) Individual class size shall not exceed 30 students.

(a) Class size limits do not apply to instrumental music or choral groups.

(b) Laboratory/studio class size shall be limited for safety purposes. The number of students shall be determined through consultation with the teacher, considering the number, size and use of laboratory stations.

(3) The number of students assigned a teacher per day shall not exceed 150.

(a) Study hall, regardless of size, shall be counted at 15 students.

(b) Student limits do not apply to instrumental music or choral groups.

(c) Library, guidance, and study hall duties are assigned student responsibilities. However, in cases where a teacher is assigned full time in these areas, the assignment may be for the entire day.

(4) Teachers with a significant writing program, as determined by the local board of trustees, shall have a maximum load of 100 students.

10.55.714 PROFESSIONAL DEVELOPMENT (1) By definition, professional development:

(a) focuses on teachers as central to student learning, yet includes all other members of the school community;

(b) focuses on individual, collegial, and organizational improvement;

(c) respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community;

(d) reflects proven research and practice in teaching, learning, and leadership;

(e) enables teachers to develop further experience in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards;

(f) promotes continuous inquiry and improvement embedded in the daily life of schools;

(g) is ongoing and sustained;

(h) is planned collaboratively by those who will participate in and facilitate that development;

(i) requires substantial time and other resources;

(j) is driven by a coherent long-term plan; and

(k) is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning, and this assessment guides subsequent professional development efforts.

(2) Teachers and specialists shall annually complete a minimum of three pupil instruction related (PIR) days dedicated exclusively to professional development.

(a) A professional development PIR day shall constitute six hours of contact time.

(b) A school district may divide a professional development PIR day into no fewer than two-hour blocks of contact time.

(c) A professional development block may be held on the same day as a pupil instruction day, but a school district shall not schedule a professional development PIR day to convene simultaneously with a pupil instruction day.

(3) School district trustees shall establish an advisory committee to evaluate the school district's current school year professional development plan and develop and recommend a plan for the subsequent school year.

(a) The advisory committee shall include, but not be limited to, trustees, administrators, and teachers. A majority of the committee shall be teachers.

(b) Each school year, school district trustees shall adopt a professional development plan for the subsequent school year based on the recommendation of the advisory committee.

(c) The plan recommended by the advisory committee and adopted by the school district trustees shall outline how, when, and from whom teachers and specialists shall meet their professional development PIR day expectations.

(d) Although the advisory committee's recommendation is advisory, the plan adopted by the school district trustees must include two professional development PIR days in October during which schools must close in order to permit teachers and specialists to attend the annual professional development meetings of state professional associations.

(e) The adopted plan may include alternatives but shall not interfere with or prohibit teacher and specialist attendance at the annual October professional development meetings of state professional associations.

(f) Teachers and specialists who do not attend the annual professional development October meetings of state professional associations or school district plan approved alternative professional development PIR days shall not be paid for the days they are absent.

(g) Teachers, specialists, administrators, and school districts shall not substitute for professional development PIR day purposes professional development opportunities not specifically outlined in the school district's adopted professional development plan.

(h) School district trustees shall file their adopted professional development plan with the office of public instruction and make their plan available to employees and the public.

10.55.715 INSTRUCTIONAL AIDES: QUALIFICATIONS AND SUPERVISION (1) Instructional aides need not be certified; however, the following supervision is required:

(a) Instructional aides assigned due to classroom size or diversity shall be under the direct supervision of a certified teacher. This means that the aide shall be supervised by a certified teacher who is responsible for instruction and assessment of students. The supervising teacher shall be available while the aide is fulfilling his/her responsibilities and shall not be simultaneously assigned to another teaching duty or preparation time.

(b) Instructional aides assigned to assist students with special education needs shall be under the supervision of the teacher or other professional designated as primarily responsible for instructional planning for the student. The designated professional has the responsibility to provide regularly scheduled communication and direction to the instructional aide and not to delegate any activity to the instructional aide that requires professional skill, knowledge and judgment.

(c) Instructional aides assigned to assist students in gaining specialized knowledge not generally available from a properly endorsed teacher shall be supervised by a teacher certified at the proper level. The supervising teacher is responsible for instruction and assessment of students and shall not be simultaneously assigned to another teaching duty or preparation time.

Educational Opportunity

The Montana public school is a positive partnership of school trustees, staff, students, parents, and the community. Its central purpose is the intellectual development of its students.

10.55.801 SCHOOL CLIMATE (1) The board of trustees shall:

(a) encourage cooperative and harmonious relationships among staff, students, parents, trustees, and community;

(b) determine whether or not its staff turnover is excessive and, if it is, the reasons why;

(c) create teaching and learning conditions that meet the district's educational goals and attract and maintain a quality staff;

(d) develop policies, procedures, and rules that respect the rights of all learners and promote an awareness of and concern for the well-being of others;

(e) offer programs and services which, in content and presentation, endeavor to be free of stereotyping in terms of age, sex, religion, race, national origin, or handicapping condition;

(f) provide programs and services that meet the needs of students which the school has identified as at-risk;

(g) inform students of the school's expectations and of students' rights and responsibilities;

(h) encourage students to take responsibility for their education, including preparing for and participating in class and school activities, taking full advantage of learning services provided, helping design their educational goals, and conducting themselves respectfully and appropriately;

(i) encourage the active involvement of parents in their children's education and in their school;

(j) provide opportunities for parents, educators, and members of the community to take active roles in developing and reviewing educational goals.

10.55.802 OPPORTUNITY AND EDUCATIONAL EQUITY (1) It is the purpose of the accreditation standards to guarantee equality of educational opportunity to each person regardless of sex, race, marital status, national origin, or physical or mental disability. This includes programs, facilities, textbooks, curriculum, counseling, library services, and extracurricular activities.

10.55.803 LEARNER ACCESS (1) Equal opportunity to learn is a primary consideration of all program areas, at all levels. In order to integrate this concept throughout the education program, the board of trustees shall develop and implement processes for assessing the educational needs of its students.

(2) In developing curricula in all program areas, the board of trustees shall:

(a) provide learning experiences matched to students' interests, readiness, and learning style;

(b) take into account individual and cultural diversity and differences among learners. Cultural and language differences should be viewed as valuable and enriching resources and should take into account the unique needs of American Indian students and other minority groups;

(c) develop an understanding of the values and contributions of Montana's American Indians for all students;

(d) provide learning resources that are culturally relevant, inclusive, and current;

(e) provide opportunities for individual self-direction and decision making;

(f) provide equal access to learning resources, including technology;

(g) provide instructional materials which are sequential and compatible with previous and future offerings;

(h) provide books and materials that reflect authentic historical and contemporary portrayals of American Indians; and

(i) identify, using the school's own criteria, students who may be at risk or in need of special services.

10.55.804 GIFTED AND TALENTED (1) Schools shall provide educational services to gifted and talented students that are commensurate to their needs, and foster a positive self-image.

(2) Each school shall comply with all federal and state laws and regulations addressing gifted education.

(3) Each school shall provide structured support and assistance to teachers in identifying and meeting diverse student needs, and shall provide a framework for considering a full range of alternatives for addressing student needs.

10.55.805 SPECIAL EDUCATION (1) Each school shall comply with all federal and state laws and regulations addressing special education.

(2) Each school shall provide structured support and assistance to regular education teachers in identifying and meeting diverse student needs, and shall provide a framework for considering a full range of alternatives for addressing student needs.

(3) Students with disabilities shall be given opportunities to become confident, dignified, and self-sufficient members of society.

(4) A student who has successfully completed the goals identified on an individualized education program for high school completion shall be awarded a diploma.

Academic Requirements

Basic academic requirements form a solid foundation for each school's education program. Schools shall meet or exceed these requirements through carefully developed curricula and supportive resources.

10.55.901 BASIC EDUCATION PROGRAM: ELEMENTARY (1) An elementary school shall have an education program aligned to the program area standards that enables students to meet the content and performance standards.

10.55.902 BASIC EDUCATION PROGRAM: MIDDLE GRADES (1) A school with middle grades must have an education program aligned to the program area standards that enables all students to meet the content and performance standards.

(2) In order to receive funding at the high school rate for grades 7 and 8, the program must follow either the middle school philosophy and components described in (3) or the departmentalized philosophy and components (often seen in junior high settings) described in (4).

(3) An officially recognized middle school must be approved by the board of public education upon recommendation of the superintendent of public instruction.

(a) A middle school specifically addresses the unique nature of middle-grade children by focusing on their intellectual, social, emotional, and physical development. To put such philosophy into practice, a middle school must have flexibility to:

(i) approach instruction, scheduling, and teaching in a variety of ways;

(ii) undertake interdisciplinary work; and

(iii) plan blocks of coursework deriving from the intellectual, social, emotional, and physical needs of middle school students.

(b) Critical and creative thinking, career awareness, lifelong learning, and safety must be incorporated in the school program.

(c) At a minimum, the following program areas shall be required of all students yearly:

(i) communication arts including, but not limited to literature, reading, writing, speaking and listening, media literacy;

(ii) mathematics including, but not limited to written and mental computation and problem solving;

(iii) physical and life sciences;

(iv) social studies; and

(v) health enhancement.

(d) At a minimum, the middle school curriculum shall maintain in balance the following required program areas:

(i) visual arts including, but not limited to art history, art criticism, aesthetic perception, and production;

(ii) music including, but not limited to general, instrumental, and vocal (emphasizing comprehensive music elements, music history, criticism, aesthetic perception, and musical production);

(iii) vocational technical education such as agriculture, business education, family and consumer sciences, industrial arts, and marketing; and

(iv) world languages.

(e) Exploratory courses such as creative writing, dance, drama, photography, and leadership shall be offered as electives to all students.

(4) A junior high or 7-8 school for middle grades must offer an educational program, aligned to the program area standards, that enables all students to meet the content and performance standards. The educational program shall be designed to familiarize students with the high school setting and provide content-specific instruction.

(a) All students shall complete the following program areas each year:

(i) communication arts—1 unit;
(ii) social studies—1 unit;
(iii) mathematics—1 unit;
(iv) science—1 unit; and
(v) health enhancement—1/2 unit.
(b) All students must be allowed to elect from the following program area offerings:
(i) visual arts—1/2 unit;
(ii) music—1/2 unit;
(iii) vocational technical education—1/2 unit; and
(iv) world languages—1/2 unit.
(c) A unit is defined as the equivalent of at least 225 minutes per week for one school year.
(d) Time to pass between classes may be counted toward the standard school day but shall not be counted toward class time.

10.55.903 BASIC EDUCATION PROGRAM: JUNIOR HIGH AND GRADES 7 AND 8 BUDGETED AT HIGH SCHOOL RATES (IS HEREBY REPEALED Eff. 12/8/00.)

10.55.904 BASIC EDUCATION PROGRAM OFFERINGS: HIGH SCHOOL
(1) The basic education program, aligned to the program area standards, for grades 9 through 12 shall be at least 20 units of coursework that enable all students to meet the content and performance standards.
(2) Minimum offerings shall include at least the following:
(a) 4 units of English language arts;
(b) 3 units of mathematics;
(c) 3 units of science;
(d) 3 units of social studies;
(e) 2 units of vocational/technical education;
(f) 2 units of arts;
(g) 1 unit of health enhancement;
(h) 2 units of world languages; and
(i) 2 units of electives.

10.55.905 GRADUATION REQUIREMENTS (1) As a minimum, a school district's requirements for graduation shall include a total of 20 units of study that enable all students to meet the content and performance standards.
(2) In order to meet the content and performance standards, the following 13 units shall be part of the 20 units required for all students to graduate:
(a) 4 units of English language arts;
(b) 2 units of mathematics;
(c) 2 units of social studies;
(d) 2 units of science;
(e) 1 unit of health enhancement, with 1/2 unit each year for two years;
(f) 1 unit of arts;
(g) 1 unit of vocational/technical education.
(3) Units of credit earned in any Montana high school accredited by the board of public education shall be accepted by all Montana high schools.
(4) In accordance with the policies of the local board of trustees, students may be graduated from high school with less than four years enrollment.

10.55.906 HIGH SCHOOL CREDIT (1) A high school shall require a minimum of 20 units of credit for graduation, including ninth grade units. A unit of credit shall be given for satisfactory completion of a full-unit course.
(a) A unit of credit is defined as the equivalent of at least 225 minutes per week for one year.
(b) Passage of time between classes may be counted toward the standard school day but shall not be counted toward class time.
(2) A student who is unable to attend class for the required amount of time may be given fractional credit for partial completion of a course, with the local administrator's permission.
(3) Each governing authority may waive specific course requirements based on individual student needs and performance levels. Waiver requests shall also be considered with respect to age, maturity, interest, and aspirations

of the students and shall be in consultation with the parents or guardians.

(4) With the permission of the school district trustees, a student may be given credit for a course satisfactorily completed in a period of time shorter or longer than normally required and, provided that the course meets the district's curriculum and assessment requirements, which are aligned with the content and performance standards stated in the education program. Examples of possible acceptable course work include correspondence and extension courses, distance learning courses, adult education, summer school, work study, specially designed courses and challenges to current courses. Any acceptable program must be consistent with local board policy.

(a) Any Montana high school shall accept such units of credit taken with the approval of the accredited Montana high school in which the student was then enrolled and which appear on the student's official transcript.

10.55.907 DISTANCE LEARNING (1) Distance learning means technology-assisted individual and classroom instruction that connects students and teachers who are physically removed from each other.

(2) This rule applies to instruction that is counted for credit toward promotion and/or graduation.

(3) School districts may receive and/or provide distance learning.

(4) Receiving school districts may use distance learning to supplement instruction or as primary instruction.

(a) School districts receiving distance learning to supplement classroom instruction may utilize distance learning as they would other supplementary classroom resources without restriction.

(b) School districts receiving distance learning as the primary source of classroom instruction shall annually demonstrate in the fall report to the office of public instruction that their distance learning instruction provides students equal opportunity to meet or exceed content and performance standards.

(5) Except as provided in (4)(a), a teacher of distance learning shall hold Montana certification and endorsement in the area of instruction.

(a) In the event a teacher of distance learning is not Montana certified and endorsed in the area of instruction, the receiving school district shall provide a facilitator who is Montana certified but need not be endorsed in the area of instruction.

(b) When a teacher of distance learning is Montana certified and endorsed in the area of instruction, the receiving school district's facilitator need not be certified.

(c) School districts receiving distance learning as the primary source of accredited classroom instruction shall prepare and supervise facilitators.

(6) A distance learning class at each site shall meet class-size standards.

(7) Montana school districts providing distance learning shall annually:

(a) register with the office of public instruction;

(b) verify their teachers of distance learning are Montana certified and endorsed in their areas of instruction; and

(c) demonstrate the students they serve have ongoing contact with their distance learning teachers.

(8) Distance learning providers, other than Montana school districts, shall annually:

(a) register with the office of pubic instruction;

(b) verify the professional qualifications, including Montana teacher certification and endorsement if possessed, of their teachers of distance learning; and

(c) demonstrate that the students they serve have ongoing contact with their distance learning teachers.

(9) School districts receiving distance learning as a primary source of classroom instruction from a provider other than another Montana school district shall, by July 1 of the year following the instruction, complete and submit an approved evaluation form to the office of public instruction.

10.55.908 SCHOOL FACILITIES (1) School facilities shall be constructed, maintained, and supervised in accordance with all applicable local, state and national codes, regulations, and laws.

(2) School facilities shall be of sufficient size and arrangement to meet all programs' educational goals.

(3) The board of trustees shall provide for educational facilities which are pleasant and reasonably safe for the conduct of the educational and extracurricular activities of students, and which will meet federal accessibility standards.

(4) The school shall provide the necessary equipment for emergency nursing care and first aid.

(5) When the board of trustees considers major remodeling or building a facility, it shall seek facility expertise in all affected program areas as well as comments from faculty, students, and community.

(6) The board of trustees shall have in writing a policy that defines the use of school facilities and resources.

10.55.909 STUDENT RECORDS (1) Each school shall keep, in secure storage, a permanent file of students' records, that shall include the name and address of the student, his/her parent or guardian, birth date, academic work completed, level of achievement (grades, standardized achievement tests), immunization records as per 20-5-406, MCA, and attendance data.

(2) The board of trustees shall establish policies and procedures for the use and transfer of student records that are in compliance with state and federal laws governing individual privacy. All educational records collected and maintained by a school shall be kept in a confidential manner according to the implementing regulations of the Family Educational Rights and Privacy Act (FERPA) at 34 CFR part 99.

(3) All inactive permanent records from a school that closes shall be sent to the county superintendent or the appropriate county official.

Program Area Standards

Much of the accreditation process is based on a school's ability to meet the fundamental learner goals set forth in the Program Area Standards the follow. The standards are minimums and not the only goals a school should set for its students.

The Program Area Standards give guidance in identifying subject matter and degrees of sophistication to be emphasized at each level of the education program.

For organizational purposes, the Program Area Standards are outlined by learner areas. They do not intend to specify course titles unless noted otherwise.

10.55.1001 DISTRICT'S RESPONSIBILITIES FOR PROGRAM AREA STANDARDS (1) It is the school district's responsibility to incorporate content and performance standards into its curriculum, implementing them sequentially.

10.55.1002 CROSS-CONTENT AND THINKING SKILLS (1) Recognizing that the interdependence of skills and content is essential to an effective education program, the school district shall consider ways to develop curricula that integrate program area skills across curricular content and that give students opportunities to use these skills in meaningful contexts that relate to the world around them.

(2) The school district shall develop curricula at all grade levels and in all program areas that encourage students to understand and apply thinking and problem solving skills. The curricula shall allow students to:

(a) identify and define a problem;

(b) learn methods of gathering, analyzing, and presenting information;

(c) practice logical, creative, and innovative thinking and problem solving skills in a variety of situations;

(d) apply the skills of decision making and reasoning.

10.55.1003 PROGRAM FOUNDATION STANDARDS (1) The purpose of all programs is to develop and apply knowledge and skills necessary to pursue lifelong goals and opportunities. Program foundation standards are the common conditions, practices, and resources that cross all programs within a school system to ensure that all students have educational opportunity to learn, develop, and demonstrate learning to the content and performance standards. All programs shall follow the content and performance standards in the accreditation rules of Montana. In addition, all programs shall work to:

(a) meet the following conditions:

(i) incorporate in curricular programs the distinct and unique cultural heritage of American Indians;

(ii) provide physically, emotionally, and educational safe and supportive learning and working environments;

(iii) ensure an educational climate that promotes academic freedom and respect for diversity (e.g., gender, race, ethnicity, economic status, native language, disability, special gift and talent);

(iv) maintain high expectations for student performance and behavior, and challenge every student at his/her level of need that stimulates a desire for lifelong learning;

(v) encourage collaboration among school personnel to plan, assess, and support instruction; and

(vi) build school calendars and schedules based upon instructional needs.

(b) include the following practices:

(i) align local curricula with the Montana content and performance standards;

(ii) offer engaging experiences that enable students to develop communication skills for fulfillment in their personal lives, workplaces, and communities;

(iii) teach ethical behavior and the implications of one's choices;
(iv) implement research-based instructional skills and strategies to improve student learning;
(v) encourage the use of the inquiry process and the application of multiple thinking, decision making, and problem-solving skills;
(vi) emphasize common unifying themes or principles that build on students' prior experiences;
(vii) provide learning experiences that connect the disciplines and transfer learning from one context to another; and
(viii) integrate information literacy skills, technology tools, and workplace competencies to support learning in all curricular areas.
(c) provide the following resources:
(i) access to regional, community, and school-based resources for teaching and learning;
(ii) qualified staff necessary to support the instructional process;
(iii) equitable access to all facilities, technology, equipment, materials, and services necessary to support the instructional process;
(iv) time for professional development that supports learning for all;
(v) a well-conceived mentoring program for teachers in the first three years of teaching; and
(vi) access to a variety of current technologies and informational resources (e.g., libraries, databases, computer networks, videos).

Communication Arts: Program

Language is at the core of successful schooling and living. Through language, humans learn beyond their own direct experiences; through their skills, concepts, and experiences in the communication arts, students become educated not merely in "English," but in all subject areas. Thus, effective communication arts programs have a very high priority in the curricula of Montana schools.

The education program in Communication Arts encompasses the study of language and literature, the development of reading, writing, speaking and listening, effective media use, and the nurturing of creative, logical, and critical thinking.

10.55.1101 COMMUNICATION ARTS PROGRAM DELIVERY STANDARDS (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) In general, a program in communication arts shall:
(a) meet the following conditions:
(i) promote literacy and language excellence in the spoken, written, and visual form; and
(ii) make available a variety of print and non-print materials encompassing fiction and non-fiction, classic and contemporary works, and diverse perspectives including Montana American Indian works.
(b) include the following practices;
(i) integrate reading, literature, writing, speaking, listening, and media literacy with a valanced approach supported by current research and/or based on best practices in the field of communication arts;
(ii) emphasize multiple strategies and artistic forms to teach the conventions, demands, and responsibilities of language;
(iii) emphasize writing as a process;
(iv) provide opportunities for informal and formal speaking and listening;
(v) offer experiences in viewing, creating, and critically evaluating different types of media;
(vi) encourage co-curricular offerings in drama, speech, debate, journalism, literary publications, and other related activities.

Arts: Program

The Arts provide a means of expression and communication that goes beyond speaking and writing. The Arts are our most illuminating and universal form of language; through them we transmit to our children our cultural heritage and humanity.

The Arts dynamically cultivate all of the senses, emotions, and intellligences. They are the means by which students develop literacy in the symbol systems fundamental to higher order and critical thinking. And, they constitute a dimension of learning, which extends and fulfills human experience.

The Arts are not complete until understandings are found between and among the arts and they are integrated with other disciplines.

10.55.1201 ARTS PROGRAM DELIVERY STANDARDS (1) In general, a basic program in arts shall:

(a) meet the following conditions:

(i) incorporate visual arts (e.g., drawing, painting, printmaking, photography, film, electronic media, sculpture, applied design, installation);

(ii) incorporate performing arts, including music (e.g., choral music, instrumental music, music appreciation), theater (e.g., drama, play production), and dance;

(iii) provide instruction that includes history of the arts, criticism, production, performance, and aesthetics; and

(iv) encourage a variety of co-curricular offerings (e.g., drama, literary and art publications, performance groups, arts clubs) and other avenues for students to practice their artistic skills in the community and the world.

(b) include the following practices:

(i) structure activities to allow students to develop techniques in the arts;

(ii) allow students to explore the elements of artistic composition and a variety of media, functions, styles, and presentation forms;

(iii) provide access to exemplary works of art from diverse cultures and historical periods and access to current materials, techniques, technology, and processes in the arts; and

(iv) real audiences for student performance and products, display areas, and performance areas (e.g., stages, galleries, fairs).

Health Enhancement: Program

Health Enhancement teaches children the importance of personal and community health through the promotion of a responsible lifestyle. It helps them actively develop, maintain, and improve their health as well as an awareness of society's critical health issues.

Health Enhancement is a comprehensive program that combines the traditional disciplines of "health" and "physical education" in a more balanced program. Concepts learned in the classroom are reinforced and put into practice in the gymnasium. Healthy, well-nourished and physically fit children learn better, miss less school, and take a more active role in their own education. A healthy state transcends the physical and also includes the emotional, social and intellectual dimensions of health.

10.55.1301 HEALTH ENHANCEMENT PROGRAM (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) In general, a basic health enhancement program shall:

(a) meet the following conditions:

(i) maintain class size in accordance with other curriculum areas ARM 10.55.712;

(ii) focus on the knowledge and skills necessary to maintain a healthy lifestyle;

(iii) integrate and include components of the traditional "health" and "physical education" disciplines;

(iv) maintain a program that meets the educational requirements of health enhancement;

(v) maintain adequate first aid materials and communication devise capabilities.

(b) include the following practices:

(i) make appropriate use of technology in the curriculum;

(ii) give students the decision-making tools to promote personal and community responsibility;

(iii) address the physical, emotional, social, and intellectual dimensions of a healthy lifestyle; and

(iv) promote physical activity as a means to a healthy lifestyle.

10.55.1302 HEALTH ENHANCEMENT PARTICIPATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Each student shall participate in a health enhancement program which is based on age, ability, and aptitude.

Mathematics: Program

In this changing world, those who understand and can do mathematics will have significantly enhanced opportunities and options for shaping their futures. Mathematical competence opens doors to productive futures. All students should have the opportunity and the support necessary to learn significant mathematics with depth and

reason inductively and deductively, and to apply the numerical and spatial concepts necessary to function according to their needs in a technological society.

Priorities for basic mathematical skills include more than computation. A technological society requires daily use of skills such as estimating, problem solving, organizing and interpreting data, measuring, predicting, and applying mathematics to everyday situations.

Mathematics is a dynamic, growing, and changing discipline whose cross-curricular significance requires its integration into all academic areas. An effective curriculum is responsive to recent developments in mathematical knowledge, the needs of an information society, the availability of technology such as computers and calculators, and includes relevant applications of mathematics.

10.55.1401 MATHEMATICS PROGRAM DELIVERY STANDARDS (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) In general, a basic mathematics program shall:

(a) meet the following conditions:

(i) provide a well-articulated curriculum that challenges students to learn increasingly more sophisticated mathematical ideas; and

(ii) provide conceptual mathematical understanding as well as factual knowledge and procedural facility.

(b) include the following practices:

(i) create, enrich, maintain, and adapt instruction to meet mathematical goals;

(ii) incorporate appropriate technology into the math program;

(iii) connect the development of skills and procedures to the more general development of mathematical understanding; and

(iv) effectively observe students, listen carefully to students' ideas and explanations, have mathematical goals, and use the information to make instructional decisions.

Science: Program

Science is a creative process used to investigate natural phenomena, resulting in the formation of theories verified by directed observations. These theories are challengeable and changeable. Data must support or contradict these theories.

Although science as a body of knowledge is ever changing, the processes of science are constant. Science education strengthens students' basic inquiry skills and fosters their understandings of and interest in the world by acquiring and applying critical thinking and problem-solving.

10.55.1501 SCIENCE PROGRAM (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) In general, a basic program in science shall:

(a) meet the following conditions:

(i) maintain an environment that recognizes scientific knowledge as a product of inquiry and is continually subject to review, verification, and revision; and

(ii) foster an environment that embraces the interactions of science, technology, and society.

(b) include the following practices:

(i) investigate problems of individual, social, and ethical importance in the natural world through the selection and application of appropriate scientific techniques;

(ii) connect initial inquiry and discovery to prior knowledge;

(iii) employ varied strategies for investigation, allowing students to understand science as a process, experience practical problem-solving, and develop critical thinking skills;

(iv) emphasize experimentation, data analysis, and the communication of findings to build new understandings by classifying ongoing observations, modeling natural phenomena, and developing the capacity to make inferences about unexplored concepts; and

(v) use technology for collaborative inquiries to extend curricular experiences within the school and to other schools, communities, and businesses.

Social Studies: Program

Social studies draws on the social sciences (economics, history, political science, geography, sociology, anthropology, and psychology) and the humanities (theory, literature, the arts, and philosophy). The social studies cover United States studies, global studies and the social science disciplines.

10.55.1601 SOCIAL STUDIES PROGRAM DELIVERY STANDARDS (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) In general, a basic program in social studies shall:

(a) meet the following conditions:

(i) use strategies and methods that incorporate multiple perspectives as a basic component of social studies instruction;

(ii) support the democratic process to promote a learning environment to foster individual civic competence; and

(iii) integrate knowledge, skills, beliefs, values, and attitudes within and across disciplines to promote active citizenship.

(b) include the following practices:

(i) incorporate inquiry skills and strategies using both primary and secondary resources;

(ii) promote social criticism and socialization as a commitment to social responsibility;

(iii) analyze ethical dimensions and social policy implications of issues to provide an arena for reflective development of concern for individual needs and the common good;

(iv) promote decision-making skills and civic responsibilities through active participation (e.g., service learning projects); and

(v) nurture an understanding of the contemporary and historical traditions and values of American Indian cultures and other cultural groups of significance to Montana and to society.

Career and Vocational/Technical Education: Program

Career and Vocational/Technical Education is a program of articulated sequential experiences that prepare students for successful participation in community, family, postsecondary education and careers.

Career and Vocational/Technical Education programs include Agriculture, Business and Marketing, Family and Consumer Sciences, Industrial Technology, and Trades and Industry.

Career and Vocational/Technical Education programs focus on career preparation, resource management, communication, technical skill development, applied academics, technological literacy; and personal skills and leadership. Programs are driven by authentic applications where students will be prepared for the workplace.

Through Career and Vocational/Technical Education students are empowered to be successful in today's world.

10.55.1701 CAREER AND VOCATIONAL/TECHNICAL EDUCATION PROGRAM DELIVERY STANDARDS (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) In general, a basic program in career and vocational/technical education shall:

(a) meet the following conditions:

(i) skill development leading to lifelong pursuits;

(ii) program development in consultation with an advisory council; and

(iii) opportunities for authentic application, work experience, and/or articulation with postsecondary education.

(b) include the following practices:

(i) foster skill development for employment, advanced training, and lifelong learning;

(ii) input from representatives of business and industry.

(iii) analysis of skills and knowledge required in paid and non-paid careers;

(iv) leadership and character development through participation in career and technical student organizations (CTS)s);

(v) progression of skills and knowledge from basic to advanced; and

(vi) integration of career and vocational/technical competencies with academic knowledge in a contextual setting.

Library/Media: Program

The school library media program is essential in creating independent learners who are efficient consumers and producers of information. By using a variety of information formats, focusing on the learning process and collaborating with other disciplines, school libraries provide the entire school community with opportunities to acquire the information skills they need to interact responsibly in a global society.

An ongoing desire to know, a love for reading and a respect for information will transform a student into a lifelong independent learner. The role of libraries in a democratic society is to embrace the social responsibility of learning.

10.55.1801 LIBRARY/MEDIA PROGRAM DELIVERY STANDARDS (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) In general, a basic program in library media shall:

(a) meet the following conditions:

(i) establish flexible scheduling to ensure that libraries respond to information needs, foster intellectual curiosity, and support learning;

(ii) ensure collaboration with classroom teachers of all disciplines to implement content area standards and to assist students in engaging in the inquiry/research process;

(iii) model and support the ethical use of information, adherence to copyright laws, and respect for intellectual property; and

(iv) advise the board of trustees on policy and rule pertaining to:

(A) developing and maintaining a library collection that is current, balanced, and reflects authentic historical and cultural contributions of Montana's American Indians and other minority and ethnic groups;

(B) engaging in comprehensive long range planning to administer and manage, in a secure area, the human, financial, and physical resources of the library to locate, access, and use on-site resources that are organized and cataloged; and

(C) implementing a viable collection development policy which includes the following components:

(I) materials selection and de-selection;

(II) challenged materials procedure;

(III) intellectual/academic freedom statement;

(IV) confidentiality assurance;

(V) copyright guidelines; and

(VI) gifts and donations.

(b) include the following practices:

(i) collaborate with classroom teachers of all disciplines to highlight and reinforce the commonalities and links between and among the curricular areas;

(ii) cooperate and join with other libraries, information agencies, and community resources in the sharing of materials;

(iii) encourage partnerships with information centers that use electronic information systems; and

(iv) participate in school-wide technology and telecommunications planning and promote its integration into all instructional programs.

School Counseling: Program

Students of all ages must make many choices that affect their lives, now and in the future. Comprehensive school counseling programs are a way to serve the divergent and changing needs of students.

An effective school counseling program involves the whole school community to integrate academic, career, and personal/social development of students into the academic program. School counseling programs are essential to prepare students for a wide range of postsecondary options, including college.

10.55.1901 SCHOOL COUNSELING PROGRAM DELIVERY STANDARDS (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) In general, school counseling shall:

(a) meet the following conditions:

(i) provide a comprehensive developmentally planned program;

(ii) advocate for all students and encourage students to develop to their full potential;

(iii) respect the worth and dignity of all individuals by building trust and respecting confidentiality; and

(iv) contribute as an integral part of the education process that is delivered through a variety of systems by school staff, students, parents, business, and industry.

(b) include the following practices:

(i) maximize students' potential in the areas of academics, career, and personal/social development;

(ii) develop a guidance curriculum presented through structured groups and classroom presentations;

(iii) conduct individual planning using assessment, advisement, placement, and follow-up;

(iv) deliver responsive services through individual and group counseling, consultation, and referral; and

(v) provide system support through management, consultation with staff, community outreach, and public relations.

World Languages: Program

World Language study includes Modern, Classical and Native American languages. World Language study is communication-based and requires a sequential curriculum that provides consistent and increasing contact with the target language and culture. Communicative proficiency depends on the amount of time spent acquiring and refining skills inherent in language-learning experience. As an integral part of the core curriculum, World Language has immediate real world applications. The study of World Language nurtures cross-cultural appreciation and fosters student learning through integration with other curricular areas. Communication is an inherently human activity; all children benefit from the opportunity to learn a second language.

10.55.2101 WORLD LANGUAGES PROGRAM DELIVERY STANDARDS (1) In general, a basic program in world languages shall:

(a) meet the following conditions:

(i) consistent and continual experience with the target language and culture;

(ii) access to native speakers or experts, authentic cultural contact, and culturally authentic materials (e.g., print, video, audio, literature, music, art); and

(iii) access to technology that provides contact with the target language.

(b) include the following practices:

(i) promote confidence in practicing the language by encouraging risk-taking and minimizing verbal correction;

(ii) maximize use of target language in an authentic manner through student-teacher and student-student interaction; and

(iii) build an authentic cultural ambiance.

MONTANA SCHOOL ACCREDITATION STANDARDS AND PROCEDURES

RESERVED FOR
INTRODUCTION TO
CHAPTER 54

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Content and Performance Standards

General Provisions

10.54.2501 EXPLANATION OF THE CONTENT AND PERFORMANCE STANDARDS (1) The content and performance standards shall be used by school districts to develop local curriculum and assessment in all the content areas including: communication arts (reading, English language, second language, literature, writing, listening, speaking); fine arts; guidance; health enhancement; library media; mathematics; media; science; social studies; technology; and vocational/practical arts. The K-12 content standards describe what students shall know, understand and be able to do in these content areas. Benchmarks define the expectations for students' knowledge, skills, and abilities along a developmental continuum in each content area. Progress toward meeting these standards is measured at three points along that continuum: the end of grade 4, the end of grade 8, and upon graduation. Performance standards explicitly define the quality of student performance and describe the performance to be demonstrated. Performance level descriptions provide a picture or profile of student achievement at the four performance levels: advanced, proficient, nearing proficiency, and novice.

10.54.2502 DEFINITIONS (1) "Benchmark" means expectations for a student's knowledge, skills, and abilities along a developmental continuum in each content area. That continuum is focused at three points: the end of grade 4, the end of grade 8, and upon graduation (grade 12).

(2) "Content standard" means what a student should know, understand, and be able to do in a specific content area, such as reading, mathematics, or social studies.

(3) "Performance level" means the level of achievement in broad, general terms.

(a) "Advanced level" means superior performance;

(b) "Proficient level" means solid academic performance for each benchmark, reaching levels of demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter;

(c) "Nearing proficiency level" means a student has partial mastery of the prerequisite knowledge and skills fundamental for proficient work at each benchmark; and

(d) "Novice level" means a student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

(4) "Performance standard" means the specific expectations for performance in each content area at each of the three benchmarks. Performance standards explicitly define the quality of performance and describe the performance to be demonstrated.

10.54.2503 STANDARDS REVIEW SCHEDULE (1) Montana's content and performance standards shall be reviewed and revised on a five-year cycle beginning July 1, 2005.

(2) A schedule for review of specific programs shall be established as a collaborative process with the office of public instruction and the board of public education with input from representatives of accredited schools. The schedule shall ensure that each program area is reviewed and revised at intervals not exceeding five years.

(3) The standards review process shall use context information, criteria, processes, and procedures identified by the office of public instruction with input from representatives of accredited schools.

Arts Content and Performance Standards

Arts have intrinsic value. They cultivate the whole child, building many kinds of literacy while developing intuition, reasoning, creativity, imagination, and dexterity into diverse forms of expression and communication. The Arts enable students to make decisions and seek multiple solutions. They improve perception, reflection, and creative thought. They advance higher order thinking skills of analysis, synthesis and evaluation. The Arts provide powerful tools for understanding human experiences and cultures—past, present and future.

Arts education engages students in a creative process that helps them develop the self-motivation, discipline, cooperation and self-esteem necessary for success in life.

The Arts consists of Dance, Music, Theatre and Visual Arts. The content and performance standards for the Arts describe what all Montana students should know and be able to do in the Arts. Although literary arts are generally considered a part of the Arts, standards for the literary arts are integrated throughout the Communication Arts.

10.54.2801 through 10.54.2809 reserved

10.54.2810 ARTS CONTENT STANDARD 1 (1) To satisfy the requirements of arts content standard 1, a student must create, perform/exhibit, and respond in the arts.

10.54.2811 BENCHMARK FOR ARTS CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for arts content standard 1 for a student at the end of grade 4 is the ability to:

(a) identify his/her own ideas and images based on themes, symbols, events, and personal experiences;

(b) use a variety of materials and sources to experiment with an art form;

(c) present his/her own work and works of others;

(d) collaborate with others in the creative process; and

(e) describe how a variety of materials, techniques, and processes cause different responses.

10.54.2812 BENCHMARK FOR ARTS CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for arts content standard 1 for a student at the end of grade 8 is the ability to:

(a) create a work from his/her own ideas and images based on themes, symbols, events, and personal experiences;

(b) select a variety of materials and sources to demonstrate a specific art form;

(c) prepare and/or revise works for presentation;

(d) collaborate with others to make artistic choices; and

(e) describe and analyze artistic choices in his/her own work and works of others.

10.54.2813 BENCHMARK FOR ARTS CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for arts content standard 1 for a student upon graduation is the ability to:

(a) conceive and create works of art;

(b) demonstrate imagination and technical skill in a minimum of one art form using traditional and nontraditional resources;

(c) select or adapt the elements of a presentational style;

(d) apply artistic discipline (e.g., concentration, focus) to complete a collaborative work; and

(e) articulate meaning by describing and analyzing artistic choices in his/her own work and works of others.

10.54.2814 through 10.54.2819 reserved

10.54.2820 ARTS CONTENT STANDARD 2 (1) To satisfy the requirements of arts content standard 2, a student must apply and describe the concepts, structures, and processes in the arts.

10.54.2821 BENCHMARK FOR ARTS CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for arts content standard 2 for a student at the end of grade 4 is the ability to:

(a) identify and apply the concept of composition in:

(i) dance by applying the elements of space (shape, level, path in space, pattern, form), time (duration, rhythm), and energy (movement quality) to compose dance phrases;

(ii) music by applying the elements of rhythm, melody, harmony, timbre/tone color, and form;

(iii) theatre by applying the elements of plot, character, and setting; and

(iv) visual arts by applying the elements of line, shape, form, color, space, value, and texture to compose works of art and the principles of design-pattern, balance, contrast, rhythm, proportion, economy, movement, and dominance;

(b) identify and apply the concept of technique in:

(i) dance by identifying and applying the techniques of body awareness (e.g., control, flexibility, dynamics, expression, musicality) in class and performance;

(ii) music by identifying and applying the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation;

(iii) theatre by identifying and applying techniques to develop scenarios, direct, and act; and

(iv) visual arts by identifying and applying the techniques common to drawing, painting, sculpture, design,

printmaking, and indigenous/traditional arts;

(c) identify and apply the concept of medium in:

(i) dance by demonstrating the human body in motion;

(ii) music by performing vocal and/or instrumental solos, or in ensembles;

(iii) theatre by performing in ensemble (e.g., live, film, video productions); and

(iv) visual arts by selecting a course of action using two-dimensional processes (e.g., painting, drawing, printmaking) and three-dimensional processes (e.g., sculpture, indigenous/traditional arts);

(d) identify and apply the concept of function in:

(i) dance by identifying examples of social, theatrical, and traditional dance;

(ii) music by identifying examples of music (e.g., ceremonial, celebration, concerts, theatre, dance, film, social, community, entertainment);

(iii) theatre by performing in classroom or school programs/productions; and

(iv) visual arts by identifying examples of cultural, political, communication, expressive, commercial, and environmental visual arts;

(e) identify and apply the concept of style in:

(i) dance by identifying examples of ethnic, folk, classical, popular, historical, and contemporary (e.g., ballet, jazz, modern, tap) dance;

(ii) music by identifying examples of music (e.g., folk, jazz, ethnic, popular, classical, time period);

(iii) theatre by identifying and performing examples of theatre (e.g., comedy, melodrama); and

(iv) visual arts by identifying examples of historical, contemporary, and traditional visual arts, including American Indian art; and

(f) identify and apply the concept of presentation in:

(i) dance by showing dance composition with peers, emphasizing focus and concentration;

(ii) music by participating in performances;

(iii) theatre by demonstrating storytelling and creative dramatics; and

(iv) visual arts by exhibiting craftsmanship, completion, and developing a body of work.

10.54.2822 BENCHMARK FOR ARTS CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for arts content standard 2 for a student at the end of grade 8 is the ability to:

(a) apply the concept of composition in:

(i) dance by applying the elements of space (shape, level, path in space, pattern, form), time (duration, rhythm), and energy (movement quality) to compose dances;

(ii) music by applying the elements of rhythm, melody, harmony, timbre/tone color, and form;

(iii) theatre by applying the elements of plot, character, setting, and mood; and

(iv) visual arts by applying the elements of line, shape, form, color, space, value, and texture to compose works of art and the principles of design-pattern, balance, contrast, rhythm, proportion, economy, movement, and dominance;

(b) apply the concept of technique in:

(i) dance by applying the techniques of body awareness (e.g., control, flexibility, dynamics, expression, musicality) in class and performance;

(ii) music by applying the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation;

(iii) theatre by applying techniques to write, direct, act, and design; and

(iv) visual arts by applying knowledge of techniques to create works (e.g., painting, drawing, printmaking, photography, computer arts, graphic design, sculpture, indigenous/traditional arts);

(c) apply the concept of medium in:

(i) dance by demonstrating the human body in motion;

(ii) music by performing vocal and/or instrumental solos, or in ensembles;

(iii) theatre by performing solo and in ensemble (e.g., mime, live, film, video productions); and

(iv) visual arts by selecting a course of action using two-dimensional processes (e.g., painting, drawing, printmaking, photography, computer arts) and three-dimensional processes (e.g., sculpture, indigenous/traditional arts);

(d) apply the concept of function in:

(i) dance by identifying examples of social, theatrical, and traditional dance;

(ii) music by performing examples of music (e.g., ceremonial, celebration, concerts, theatre, dance, film, social, community, entertainment);

(iii) theatre by performing in classroom or school programs/productions; and

(iv) visual arts by demonstrating and comparing examples of cultural, political, communication, expressive, commercial, and environmental visual arts;

(e) apply the concept of style in:

(i) dance by demonstrating examples of ethnic, folk, classical, popular, historical, and contemporary (e.g., ballet, jazz, modern, tap) dance;

(ii) music by performing examples of music (e.g., folk, jazz, ethnic, popular, classical, time period);

(iii) theatre by performing examples of theatre (e.g., comedy, melodrama, plays from historical periods); and

(iv) visual arts by demonstrating examples of historical, contemporary, and traditional visual arts, including American Indian art; and

(f) apply the concept of presentation in:

(i) dance by rehearsing, performing, and critiquing dance;

(ii) music by rehearsing, performing, and critiquing musical performances;

(iii) theatre by rehearsing, performing, and critiquing storytelling and improvisation; and

(iv) visual arts by exhibiting craftsmanship, completion, and developing a body of work.

10.54.2823 BENCHMARK FOR ARTS CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for arts content standard 2 for a student upon graduation is the ability to:

(a) apply the concept of composition in:

(i) dance by applying the elements of space (shape, level, path in space, pattern, form), time (duration, rhythm), and energy (movement quality) to compose dances;

(ii) music by applying the elements of rhythm, melody, harmony, timbre/tone color, and form;

(iii) theatre by applying the elements of character and plot as exposition, action, climax, and resolution; and

(iv) visual arts by applying the elements of line, shape, form, color, space, value, and texture to compose works of art and the principles of design-pattern, balance, contrast, rhythm, proportion, economy, movement, and dominance;

(b) apply the concept of technique in:

(i) dance by applying the techniques of body awareness (e.g., control, flexibility, dynamics, expression, musicality) in class and performance;

(ii) music by applying the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation;

(iii) theatre by applying techniques to write, direct, act, design, and produce; and

(iv) visual arts by applying techniques to create works of art (e.g., painting, drawing, printmaking, photography, computer arts, graphic design, sculpture, indigenous/ traditional arts);

(c) apply the concept of medium in:

(i) dance by demonstrating the human body in motion;

(ii) music by performing vocal and/or instrumental solos, or in ensembles;

(iii) theatre by performing solo and in ensemble (e.g., mime, live, film, video productions); and

(iv) visual arts by selecting a course of action using two-dimensional processes (e.g., painting, drawing, printmaking, photography, computer arts, graphic design) and three-dimensional processes (e.g., sculpture, indigenous/ traditional arts);

(d) apply the concept of function in:

(i) dance by identifying examples of social, theatrical, and traditional dance;

(ii) music by performing and comparing examples of music (e.g., ceremonial, celebration, concerts, theatre, dance, film, social, community, entertainment);

(iii) theatre by performing in classroom or school programs/productions; and

(iv) visual arts by demonstrating and comparing examples of cultural, political, communication, expressive, commercial, and environmental visual arts;

(e) apply the concept of style in:

(i) dance by demonstrating examples of ethnic, folk, classical, popular, historical, and contemporary (e.g., ballet, jazz, modern, tap) dance;

(ii) music by performing examples of music (e.g., folk, jazz, ethnic, popular, classical, time period);

(iii) theatre by performing examples of theatre (e.g., comedy, tragedy, melodrama plays from historical periods); and

(iv) visual arts by demonstrating examples of historical, contemporary, and traditional visual arts, including American Indian art; and

(f) apply the concept of presentation in:

(i) dance by rehearsing, performing, and critiquing dance;

(ii) music by rehearsing, performing, and critiquing musical performances;
(iii) theatre by rehearsing, performing, and critiquing improvisation and performances; and
(iv) visual arts by exhibiting craftsmanship, completion, and developing a body of work.

10.54.2824 through 10.54.2829 reserved

10.54.2830 ARTS CONTENT STANDARD 3 (1) To satisfy the requirements of arts content standard 3, a student must develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

10.54.2831 BENCHMARK FOR ARTS CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for arts content standard 3 for a student at the end of grade 4 is the ability to:
(a) use arts materials, techniques, technology, and processes to create general responses;
(b) communicate meaning through the art forms from selected subject matter;
(c) explore potential solutions to a given problem through the arts;
(d) use technical skills in:
(i) dance by performing movements and rhythm patterns;
(ii) music by singing and playing music using dynamics, phrasing, and interpretation;
(iii) theatre by using mind, voice, and body to create characters and tell stories; and
(iv) visual arts by creating works of art with content that is consistent with media possibilities; and
(e) identify and use an appropriate symbol system in:
(i) dance by using dance elements (space, time, energy) to discuss movement and produce movements demonstrated and/or described in words;
(ii) music by using standard symbols to identify meter, rhythm, pitch, and dynamics;
(iii) theatre by recognizing and using stage direction; and
(iv) visual arts by recognizing and using symbol language appropriate to media used to create works of art.

10.54.2832 BENCHMARK FOR ARTS CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for arts content standard 3 for a student at the end of grade 8 is the ability to:
(a) use arts materials, techniques, technology, and processes to create specific responses;
(b) communicate intended meaning based on his/her own ideas and concepts from other sources;
(c) use improvisation/experimentation to determine solutions;
(d) use technical skills in:
(i) dance by performing movements and rhythm patterns with control and expression;
(ii) music by using accepted performance and expressive techniques (e.g., breath control, posture) while singing and playing music in small and large ensembles;
(iii) theatre by using scenery, properties, sound, costume, and make-up to communicate locale and mood; and
(iv) visual arts by experimenting and practicing with a variety of media to achieve clarity of expression; and
(e) understand and use symbol systems in:
(i) dance by using improvisation to discover and invent several new solutions to movement problems and relating movements in his/her dances to the idea or feeling he/she wants to communicate;
(ii) music by identifying and defining standard notation symbols including pitch, rhythm, dynamics, tempo, articulation, and expression;
(iii) theatre by understanding and applying stage direction and ground plans; and
(iv) visual arts by examining the breadth and depth of possible responses presented by media and media techniques.

10.54.2833 BENCHMARK FOR ARTS CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for arts content standard 3 for a student upon graduation is the ability to:
(a) use arts materials, techniques, technology, and processes to create specific products and responses to ideas;
(b) communicate intended meaning through the interpretation of a subject;
(c) use improvisation/experimentation to predict potential solutions to problems and pose new problems;
(d) use technical skills in:
(i) dance by performing movements and rhythm patterns with appropriate range of dynamics and expression;
(ii) music by singing or playing music with expression and technical accuracy, exhibiting a large and varied repertoire of vocal or instrumental literature;

(iii) theatre by using scenery, properties, sound, costume, make-up, and lighting to communicate locale and mood; and

(iv) visual arts by exploring and practicing skills to enhance communication with consistency; and

(e) understand and use symbol systems in:

(i) dance by relating movement to a concept and explaining the connection;

(ii) music by reading and using standard and nonstandard notation symbols through participation in small and large ensembles;

(iii) theatre by understanding and applying stage direction and ground plans; and

(iv) visual arts by understanding and applying appropriate symbol language to maximize expression in a specific media.

10.54.2834 through 10.54.2839 reserved

10.54.2840 ARTS CONTENT STANDARD 4 (1) To satisfy the requirements of arts content standard 4, a student must analyze characteristics and merits of his/her work and the work of others.

10.54.2841 BENCHMARK FOR ARTS CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for arts content standard 4 for a student at the end of grade 4 is the ability to:

(a) use vocabulary of the discipline to describe a variety of works of art;

(b) describe personal works to others;

(c) devise criteria for evaluation; and

(d) recognize a variety of different responses to specific works of art.

10.54.2842 BENCHMARK FOR ARTS CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for arts content standard 4 for a student at the end of grade 8 is the ability to:

(a) evaluate the quality and effectiveness of his/her own and other art works by applying specific criteria appropriate to the style, and offer constructive suggestions for improvement;

(b) describe the influence of personal experience on the interpretation of works of art;

(c) develop and apply criteria for evaluating quality and effectiveness of the work of art; and

(d) describe and compare a variety of individual responses to works of art.

10.54.2843 BENCHMARK FOR ARTS CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for arts content standard 4 for a student upon graduation is the ability to:

(a) evaluate an art work by comparing and contrasting it to similar or exemplary works of art;

(b) compare and contrast how meaning is communicated in two or more of the student's own works and/or works of others;

(c) refine specific criteria for making informed critical evaluation of the quality and effectiveness of a work of art; and

(d) analyze various interpretations as a means for understanding/evaluating works of art.

10.54.2844 through 10.54.2849 reserved

10.54.2850 ARTS CONTENT STANDARD 5 (1) To satisfy the requirements of arts content standard 5, a student must understand the role of the arts in society, diverse cultures, and historical periods.

10.54.2851 BENCHMARK FOR ARTS CONTENT STANDARD 5 FOR END OF GRADE 4 (1) The benchmark for arts content standard 5 for a student at the end of grade 4 is the ability to:

(a) recognize ways in which the arts have both an historical and distinctive relationship to various cultures (e.g., American Indian) and media of expression;

(b) identify and describe specific works of art belonging to particular cultures, times, and places;

(c) recognize various reasons for creating works of art;

(d) recognize common emotions, experiences, and expression in art;

(e) demonstrate appropriate audience behavior for the context and style of art presented; and

(f) explore his/her own culture as reflected through the arts.

10.54.2852 BENCHMARK FOR ARTS CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The benchmark for arts content standard 5 for a student at the end of grade 8 is the ability to:

(a) demonstrate how history/culture and the arts influence each other;

(b) identify, describe, and analyze specific works of art as belonging to particular cultures, times, and places in the context in which they were created;

(c) compare various reasons for creating works of art;

(d) describe how people's emotions and experiences influence the development of specific art works;

(e) demonstrate appropriate audience behavior for the context and style of art presented; and

(f) determine the connection of a work of art to societal and cultural change or preservation.

10.54.2853 BENCHMARK FOR ARTS CONTENT STANDARD 5 UPON GRADUATION (1) The benchmark for arts content standard 5 for a student upon graduation is the ability to:

(a) identify and describe the role of the artist in cultures and societies;

(b) identify, describe, and analyze specific works of art as belonging to particular cultures, times, and places in the context in which they were created;

(c) identify intentions of those creating art works, explore the implications of various purposes, and justify analysis;

(d) analyze contemporary and historic meanings and emotions in specific art works through cultural and aesthetic inquiry;

(e) demonstrate appropriate audience behavior for the context and style of art presented; and

(f) investigate a variety of artworks from resources in the community and analyze and communicate cultural and historical context.

10.54.2854 through 10.54.2859 reserved

10.54.2860 ARTS CONTENT STANDARD 6 (1) To satisfy the requirements of arts content standard 6, a student must make connections among the arts, other subject areas, life, and work.

10.54.2861 BENCHMARK FOR ARTS CONTENT STANDARD 6 FOR END OF GRADE 4 (1) The benchmark for arts content standard 6 for a student at the end of grade 4 is the ability to:

(a) identify similarities and differences in the meanings of common terms/elements used in the various arts;

(b) identify interrelated elements among the arts and other subject areas;

(c) identify the role of the arts in the world of work; and

(d) identify how art reflects life.

10.54.2862 BENCHMARK FOR ARTS CONTENT STANDARD 6 FOR END OF GRADE 8 (1) The benchmark for arts content standard 6 for a student at the end of grade 8 is the ability to:

(a) compare and explain how the characteristic materials of each art (e.g., sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) correlate to similar events, scenes, emotions, or ideas;

(b) utilize interrelated elements among the arts and other subject areas;

(c) explore vocational and avocational opportunities in the arts; and

(d) identify how works of art reflect the environment in which they are created.

10.54.2863 BENCHMARK FOR ARTS CONTENT STANDARD 6 UPON GRADUATION (1) The benchmark for arts content standard 6 for a student upon graduation is the ability to:

(a) explain how elements, processes (e.g., imagination, craftsmanship), and organizational principles are used in similar and distinctive ways;

(b) connect and analyze interrelated elements of the arts and other subject areas;

(c) experience the elements of art careers in a professional setting; and

(d) analyze how works of art reflect the environment in which they are created.

10.54.2864 through 10.54.2886 reserved

10.54.2887 ADVANCED ARTS PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the advanced level in the arts demonstrates superior performance. He/she:

(a) independently creates, performs/exhibits in, and responds through a minimum of one art form;

(b) consistently applies, with confidence, the concepts, structures, and processes in the four art forms of dance, music, theatre, and visual arts;

(c) uses a variety of skills and techniques to express ideas and poses and solves problems in the arts;

(d) independently practices responsible, safe, and appropriate personal and group behavior in the arts;

(e) analyzes the characteristics and merits of his/her work and the works of others in the arts;

(f) consistently recognizes and respects the role of the arts in his/her society, diverse cultures, and historical periods; and

(g) consistently finds and shares multiple connections among the arts, other subject areas, and life.

10.54.2888 PROFICIENT ARTS PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the proficient level in the arts demonstrates solid academic performance. He/she:

(a) demonstrates the ability to create, perform/exhibit, and respond through a minimum of one art form;

(b) applies a basic understanding of the concepts, structure, and processes in the four art forms of dance, music, theatre, and visual arts;

(c) uses skills and techniques to express ideas and poses and solves problems in the arts;

(d) practices responsible, safe, and appropriate personal and group behavior in the arts;

(e) communicates an understanding of the characteristics and merits of his/her work and the work of others in the arts;

(f) recognizes and respects the role of the arts in his/her society, diverse cultures, and historical periods; and

(g) finds and communicates connections among the arts, other subject areas, and life.

10.54.2889 NEARING PROFICIENCY ARTS PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in the arts. He/she:

(a) creates, performs/exhibits in, and responds with specific directions and assistance through a minimum of one art form in a limited way;

(b) identifies but has difficulty demonstrating concepts, structures, and processes in the four art forms of dance, music, theatre, and visual arts;

(c) identifies skills and techniques in the arts and sometimes expresses ideas and poses and solves problems in the arts;

(d) sometimes practices responsible, safe, and appropriate personal and group behavior in the arts;

(e) sometimes identifies and demonstrates the characteristics and merits of his/her work and the work of others in the arts;

(f) sometimes recognizes the role of the arts in his/her society, diverse cultures, and historical periods; and

(g) finds and shares limited connections among the arts, other subject areas, and life.

10.54.2890 NOVICE ARTS PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in the arts. He/she:

(a) has difficulty creating, performing/exhibiting in, and responding through a minimum of one art form;

(b) demonstrates a limited understanding of concepts, structures, and processes in the four art forms of dance, music, theatre, and visual arts;

(c) identifies, with assistance, some of the skills and techniques but does not express ideas or pose or solve problems in the arts;

(d) has difficulty practicing responsible, safe, and appropriate personal and group behavior in the arts;

(e) seldom identifies the characteristics and merits of his/her work or the works of others in the arts;

(f) has limited recognition of the role of the arts in his/her society, diverse cultures, and historical periods; and

(g) has difficulty finding connections among the arts, other subject areas, and life.

10.54.2891 ADVANCED ARTS PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the advanced level in the arts demonstrates superior performance. He/she:

(a) effectively creates, performs/exhibits in, and responds through more than one art form;

(b) consistently applies, with confidence, concepts, structures, and processes in the four art forms of dance, music, theatre, and visual arts;

(c) applies a variety of skills and techniques to effectively express ideas and to pose and solve problems in the arts;

(d) independently practices responsible, safe, and appropriate personal and group behavior in the arts;

(e) evaluates the characteristics and merits of his/her work and the works of others in the arts;

(f) effectively and consistently analyzes the role of the arts in his/her society, diverse cultures, and historical periods; and

(g) synthesizes and evaluates connections among the arts, other subject areas, life, and work.

10.54.2892 PROFICIENT ARTS PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the proficient level in the arts demonstrates solid academic performance. He/she:

(a) effectively creates, performs/exhibits in, and responds through a minimum of one art form;

(b) applies concepts, processes, and structures in the four art forms of dance, music, theatre, and visual arts;

(c) uses a variety of skills and techniques to express ideas and to pose and solve problems in the arts;

(d) practices responsible, safe, and appropriate personal and group behavior in the arts;

(e) analyzes the characteristics and merits of his/her work and the work of others in the arts;

(f) analyzes and clearly describes the role of the arts in his/her society, diverse cultures, and historical periods; and

(g) analyzes and describes connections among the arts, other subject areas, life, and work.

10.54.2893 NEARING PROFICIENCY ARTS PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in the arts. He/she:

(a) sometimes creates, performs/exhibits in, and responds through a minimum of one art form;

(b) applies, with some assistance, a basic understanding of the concepts, structures, and processes in the four art forms of dance, music, theatre, and visual arts;

(c) identifies skills and techniques and sometimes expresses ideas and poses and solves problems in the arts;

(d) sometimes practices responsible, safe, and appropriate personal and group behavior in the arts;

(e) describes, with assistance, some of the characteristics and merits of his/her work and the works of others in the arts;

(f) sometimes identifies the role of the arts in his/her society, diverse cultures, and historical periods but has difficulty describing that role; and

(g) identifies and describes, with some assistance, limited connections among the arts, other subject areas, life, and work.

10.54.2894 NOVICE ARTS PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in the arts. He/she:

(a) seldom creates, performs/exhibits without specific direction, and sometimes responds in a limited way through one art form;

(b) applies, with much assistance, a basic understanding of some of the concepts, structures, and processes in the four art forms of dance, music, theatre, and visual arts;

(c) identifies, with assistance, skills and techniques, but has difficulty expressing ideas and posing and solving problems in the arts;

(d) has difficulty practicing responsible, safe, and appropriate personal and group behavior in the arts;

(e) seldom recognizes the characteristics and merits of his/her work or the works of others in the arts;

(f) identifies, with assistance, the role of the arts in his/her society, diverse cultures, and historical periods; and

(g) identifies, with difficulty, limited connections among the arts, other subject areas, life, and work.

10.54.2895 ADVANCED ARTS PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level in the arts demonstrates superior performance. He/she:

(a) creates, performs/exhibits, and responds through more than one art form at an accomplished level;

(b) consistently applies, analyzes, and interprets the concepts, structures, and processes in the four art forms of dance, music, theatre, and visual arts;

(c) distinguishes and analyzes appropriate skills and techniques to effectively express ideas and to pose and solve problems in the arts;

(d) independently practices responsible, safe, and appropriate personal and group behavior in the arts;

(e) accepts responsibility for the characteristics and merits of his/her works and appreciates the works of others in the arts;

(f) effectively and consistently analyzes and evaluates the role of the arts in his/her society, diverse cultures, and historical periods; and

(g) synthesizes and evaluates connections among the arts, other subject areas, life, and work.

10.54.2896 PROFICIENT ARTS PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient level in the arts demonstrates solid academic performance. He/she:

(a) creates, performs/exhibits, and responds through a minimum of one art form at an accomplished level;

(b) applies varied concepts, processes, and structures in the four art forms of dance, music, theatre, and visual arts;

(c) demonstrates effective skills and techniques in the arts to express ideas and poses and solves problems;

(d) practices responsible, safe, and appropriate personal and group behavior in the arts;

(e) analyzes and evaluates the characteristics and merits of his/her work and the work of others in the arts;

(f) examines and analyzes the role of the arts in his/her society, diverse cultures, and historical periods; and

(g) analyzes and responds to connections among the arts, other subject areas, life, and work.

10.54.2897 NEARING PROFICIENCY ARTS PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in the arts. He/she:

(a) creates, performs/exhibits, and responds through a minimum of one art form in a limited way;

(b) applies, with some assistance, concepts, structures, and processes in the four art forms of dance, music, theatre, and visual arts;

(c) identifies skills and techniques and sometimes expresses ideas and poses and solves problems in the arts;

(d) sometimes practices responsible, safe, and appropriate personal and group behavior in the arts;

(e) demonstrates a limited understanding of the characteristics and merits of his/her work and the works of others in the arts;

(f) sometimes examines the role of the arts in his/her society, diverse cultures, and historical periods; and

(g) demonstrates connections among the arts, other subject areas, life, and work.

10.54.2898 NOVICE ARTS PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in the arts. He/she:

(a) creates, performs/exhibits, and responds, with specific direction and in a limited way, through a minimum of one art form;

(b) applies, with much assistance, a basic understanding of some of the concepts, structures, and processes in the four art forms of dance, music, theatre, and visual arts;

(c) identifies, with assistance, skills and techniques, but shows limited ability to express ideas or to pose and solve problems in the arts;

(d) practices, with assistance, responsible, safe, and appropriate personal and group behavior in the arts;

(e) demonstrates, with assistance, a limited understanding of the characteristics and merits of his/her work and the works of others in the arts;

(f) rarely examines, without specific direction, the role of the arts in his/her society, diverse cultures, and historical periods; and

(g) demonstrates, with some assistance, limited connections among the arts, other subject areas, life, and work.

Sub-Chapter 29 Reserved

Reading Content and Performance Standards

Reading is essential to learning. It is the pathway to lifelong learning and the key to life's opportunities. Reading is a strategic problem-solving process of gaining personal meaning from text. Students use a range of skills and strategies in the process of reading to comprehend what they read. Reading is not only a basic skill, it is an indispensable tool for critical and creative thinking. There are a diversity of purposes for which readers read a variety of materials. Reading literacy allows students to make connections between their own and others' experiences, to inquire systematically, to access, analyze, synthesize, and critically evaluate information.

Early reading achievement is a reliable predictor of later school performance. Success in school is often determined by student proficiency in reading. Proficient readers monitor and evaluate their own progress in reading.

10.54.3001 through 10.54.3009 reserved

10.54.3010 READING CONTENT STANDARD 1 (1) To satisfy the requirements of reading content standard 1, a student must be able to demonstrate that he/she constructs meaning as he/she comprehends, interprets, and responds to what he/she reads.

10.54.3011 BENCHMARK FOR READING CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for reading content standard 1 for a student at the end of grade 4 is the ability to:

(a) make predictions and connections between new material and previous information/experiences;

(b) incorporate new print/nonprint information into existing knowledge to draw conclusions and make application;

(c) provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material;

(d) demonstrate basic understanding of main ideas and some supporting details; and

(e) accurately retell key elements of appropriate reading material.

10.54.3012 BENCHMARK FOR READING CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for reading content standard 1 for a student at the end of grade 8 is the ability to:

(a) make predictions and clearly describe, with details, meaningful connections between new material and previous information/experiences;

(b) compare and contrast important print/nonprint information with existing knowledge to draw conclusions and make application;

(c) interpret and provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material and compare responses with peers;

(d) demonstrate understanding of main ideas and select important supporting facts and details; and

(e) provide accurate, detailed summaries using key elements of appropriate reading material.

10.54.3013 BENCHMARK FOR READING CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for reading content standard 1 for a student upon graduation is the ability to:

(a) make predictions and describe inferences and connections within material and between new material and previous information/experiences;

(b) integrate new important print/nonprint information with existing knowledge to draw conclusions and make application;

(c) provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material, providing examples of the way these influence one's life and role in society;

(d) demonstrate understanding of main ideas and formulate arguments using supporting evidence; and

(e) accurately paraphrase reading material, reflecting tone and point of view.

10.54.3014 through 10.54.3019 reserved

10.54.3020 READING CONTENT STANDARD 2 (1) To satisfy the requirements of reading content standard 2, a student must be able to demonstrate that he/she applies a range of skills and strategies to read.

10.54.3021 BENCHMARK FOR READING CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for reading content standard 2 for a student at the end of grade 4 is the ability to:

(a) decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material;

(b) demonstrate understanding of literary elements (e.g., plot, character, setting, problem, solution);

(c) identify literary devices (e.g., figurative language and exaggeration);

(d) use features and organization of fiction and nonfiction material to comprehend (e.g., paragraphs, chapters, titles, indices, tables of contents, graphs, charts, visuals);

(e) adjust fluency, rate, and style of reading to the purpose of the material with guidance;

(f) develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources (e.g., dictionary, thesaurus, glossary);

(g) identify and apply reading strategies, including decoding words, self-correcting, and rereading to comprehend; and

(h) ask questions and check predictions prior to, during, and after reading.

10.54.3022 BENCHMARK FOR READING CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for reading content standard 2 for a student at the end of grade 8 is the ability to:

(a) decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material;

(b) demonstrate understanding of and analyze literary elements (e.g., plot, character, setting, point of view, conflict);

(c) identify and compare literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue);

(d) use features and organization of fiction and nonfiction material to comprehend complex material (e.g., paragraphs, chapters, titles, indices, tables of contents, graphs, charts, visuals);

(e) adjust fluency, rate and style of reading to the content and purpose of the material;

(f) develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology;

(g) use a variety of reading strategies to comprehend meaning, including self-correcting, rereading, using context, and adjusting rate; and

(h) ask questions, check predictions, and summarize information prior to, during, and after reading.

10.54.3023 BENCHMARK FOR READING CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for reading content standard 2 for a student upon graduation is the ability to:

(a) decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, word connotation and denotation, and context to understand reading material;

(b) identify, analyze, and evaluate literary elements (e.g., plot, character, theme, setting, point of view, conflict);

(c) identify, analyze, and evaluate the use of literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue, satire, symbolism);

(d) use features and organization of fiction and nonfiction material to comprehend increasingly complex material (e.g., paragraphs, chapters, titles, indices, tables of contents, graphs, charts, visuals, methods of organization);

(e) adjust fluency, rate and style of reading to content and purpose of the material;

(f) develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and expand and refine vocabulary related to specific academic areas, culture, and technology;

(g) use a variety of reading strategies to comprehend complex material, including self-correcting, rereading, using context, and adjusting rate; and

(h) ask questions, check predictions, summarize, and reflect on information to monitor progress while taking responsibility for directing one's own reading.

10.54.3024 through 10.54.3029 reserved

10.54.3030 READING CONTENT STANDARD 3 (1) To satisfy the requirements of reading content standard 3, a student must be able to demonstrate that he/she sets goals, monitors, and evaluates his/her progress in reading.

10.54.3031 BENCHMARK FOR READING CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for reading content standard 3 for a student at the end of grade 4 is the ability to:

(a) articulate strategies used to self-monitor reading progress and to overcome reading difficulties with guidance from the teacher;

(b) describe reading successes and set reading goals; and

(c) select authors, subjects, print and nonprint material to share with others.

10.54.3032 BENCHMARK FOR READING CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for reading content standard 3 for a student at the end of grade 8 is the ability to:

(a) articulate and evaluate strategies to self-monitor reading progress, overcome reading difficulties, and seek guidance as needed;

(b) monitor reading successes and set reading goals; and

(c) select authors, subjects, and print and nonprint material, expressing reasons for recommendations.

10.54.3033 BENCHMARK FOR READING CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for reading content standard 3 for a student upon graduation is the ability to:

(a) articulate and evaluate strategies to solve reading problems, self-monitor progress, and direct one's own reading;

(b) analyze reading successes and attainment of reading goals; and

(c) select authors, subjects, and print and nonprint material, expressing reasons for recommendations, and information and insights gained.

10.54.3034 through 10.54.3039 reserved

10.54.3040 READING CONTENT STANDARD 4 (1) To satisfy the requirements of reading content standard 4, a student must be able to demonstrate that he/she selects, reads, and responds to print and nonprint material for a variety of purposes.

10.54.3041 BENCHMARK FOR READING CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for reading content standard 4 for a student at the end of grade 4 is the ability to:

(a) identify a variety of purposes for reading (e.g., personal satisfaction, lifelong reading habits);

(b) solve a problem or answer a question through reading (e.g., signs, labels, instruction);

(c) perform tasks for a variety of purposes by reading (e.g., recipes, directions, schedules, maps, tables, charts);

(d) read and provide oral, written, and/or artistic responses to diverse perspectives, cultures, and issues in traditional and contemporary literature;

(e) read a variety of sources to demonstrate an understanding of current events (e.g., newspapers, magazines); and

(f) read and interpret information from a variety of documents and sources (e.g., memos, directories, maps, tables, schedules, other technological material).

10.54.3042 BENCHMARK FOR READING CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for reading content standard 4 for a student at the end of grade 8 is the ability to:

(a) establish and adjust the purposes for reading (e.g., personal satisfaction, lifelong reading habits, sharing and reflecting upon the reading);

(b) read to organize and understand information, and to use material to investigate a topic (e.g., reference material, manuals, public documents, newspapers, magazines, electronic information);

(c) read, interpret, and apply information to perform specific tasks (e.g., maps, travel books, first aid manuals, catalogs);

(d) read, analyze, and provide oral, written, and/or artistic responses to traditional and contemporary literature;

(e) identify recurring themes, perspectives, cultures, and issues by reading (e.g., identity, conflict, change);

(f) read and identify civic and social responsibilities by interpreting and analyzing social rules (e.g., handbooks, newspapers, other information); and

(g) identify, locate, read, and interpret information from a variety of documents and sources (e.g., graphs, tables, policy statements, television, internet).

10.54.3043 BENCHMARK FOR READING CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for reading content standard 4 for a student upon graduation is the ability to:

(a) integrate purposes for reading into daily life (e.g., personal satisfaction, lifelong reading habits, reading as a leisure activity, sharing and reflecting upon the reading);

(b) read to evaluate appropriate resource material for a specific task;

(c) locate, read, analyze, and interpret material to investigate a question, topic, or issue (e.g., reference material, pamphlets, book excerpts, articles, letters, electronic information);

(d) read, analyze, and synthesize information to perform complex tasks for a variety of purposes (e.g., schedules, maps, instructions, consumer reports, technical manuals);

(e) read, analyze, evaluate, and provide oral, written, and/or artistic responses to traditional and contemporary literature;

(f) read and analyze works of various authors (e.g., diverse cultures, perspectives and issues, recurring themes);

(g) read, evaluate, and create material and documents related to social and civic responsibilities (e.g., letters to the editor, posters); and

(h) locate, read, analyze, and evaluate information from a variety of sources (e.g., manuals, instructions, flowcharts, television, internet).

10.54.3044 through 10.54.3049 reserved

10.54.3050 READING CONTENT STANDARD 5 (1) To satisfy the requirements of reading content standard 5, a student must be able to demonstrate that he/she gathers, analyzes, synthesizes, and evaluates information from a variety of sources, and communicates his/her findings in ways appropriate for his/her purpose and audience.

10.54.3051 BENCHMARK FOR READING CONTENT STANDARD 5 FOR END OF GRADE 4 (1) The benchmark for reading content standard 5 for a student at the end of grade 4 is the ability to:

(a) identify and summarize similarities and differences using a single element such as character within a text and between sources of information;

(b) make connections, integrate, and organize information from multiple sources;

(c) recognize authors' points of view; and

(d) distinguish fact from opinion in various print and nonprint material.

10.54.3052 BENCHMARK FOR READING CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The benchmark for reading content standard 5 for a student at the end of grade 8 is the ability to:

(a) compare and contrast information and textual elements in print and nonprint material;

(b) make connections, explain relationships among a variety of sources, and integrate similar information;

(c) recognize authors' points of view and purposes;

(d) recognize authors' use of language and literary devices to influence readers; and

(e) recognize, express, and defend a point of view.

10.54.3053 BENCHMARK FOR READING CONTENT STANDARD 5 UPON GRADUATION (1) The benchmark for reading content standard 5 for a student upon graduation is the ability to:

(a) compare and contrast information and broad themes within and among a variety of information sources;

(b) logically synthesize information from a complex range of print and nonprint sources;

(c) apply basic principles of formal logic to print and nonprint material; and

(d) analyze use of evidence, logic, language devices, and bias as strategies to influence readers.

10.54.3054 through 10.54.3086 reserved

10.54.3087 ADVANCED READING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the advanced reading level demonstrates superior performance. He/she:

(a) demonstrates self-motivation and emerging independence as a learner;

(b) uses a rich and varied reading and listening vocabulary;

(c) critically evaluates reading material and provides thorough and thoughtful responses to the text;

(d) critically judges and provides thorough, effective, and thoughtful oral, written, and/or artistic responses to reading material;

(e) fluently and effectively applies, articulates, and self-monitors decoding and comprehension strategies;

(f) accurately assesses and makes needed changes in reading strategies;

(g) generalizes topics, concepts, and feelings in reading selections to a variety of situations;

(h) consistently evaluates and monitors reading progress;

(i) eagerly sets and meets personal reading goals;

(j) chooses and successfully reads a variety of material for information and pleasure;

(k) identifies a variety of purposes for reading;

(l) recognizes how authors compose and use literary devices for a variety of purposes;

(m) compares and contrasts information from several sources of reading; and

(n) distinguishes fact from opinion.

10.54.3088 PROFICIENT READING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the proficient reading level demonstrates solid academic performance. He/she:

(a) uses a substantial reading and listening vocabulary appropriate to fourth-grade level;

(b) demonstrates an overall understanding of the reading material, providing inferential as well as literal information;

(c) applies reading strategies and methods when reading content area material;

(d) effectively applies, articulates, and self-monitors decoding and comprehension strategies with grade-level material;

(e) identifies a variety of purposes for reading;

(f) self-selects appropriate reading material to meet a variety of purposes;

(g) recognizes an author's purpose;

(h) compares and integrates information from reading sources at grade level;

(i) extends ideas in the reading material by making inferences, drawing conclusions, and making connections to his/her own experiences; and

(j) distinguishes fact from opinion.

10.54.3089 NEARING PROFICIENCY READING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the nearing proficiency reading level demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient reading. He/she:

(a) articulates the overall meaning of the reading material;

(b) uses a basic vocabulary to support content area reading material;

(c) recognizes, applies, and self-monitors strategies to decode and to comprehend at or near grade-level material;

(d) usually demonstrates an understanding of the elements of fiction and nonfiction;

(e) makes obvious connections between the reading material and personal experiences, and extends these ideas by making simple inferences;

(f) self-selects appropriate reading material to meet a specific purpose;

(g) sometimes recognizes the author's purpose;

(h) often defines a purpose for reading;

(i) inconsistently compares and integrates information between sources; and

(j) sometimes distinguishes fact from opinion.

10.54.3090 NOVICE READING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the novice reading level is beginning to attain prerequisite knowledge and skills that are fundamental for reading at each benchmark. He/she:

(a) shows strength in detail, but not main idea;

(b) randomly applies, articulates, and self-monitors decoding and comprehension strategies, seldom integrating, and using one strategy at a time;

(c) sometimes demonstrates an understanding of the elements of fiction and nonfiction;

(d) often limits reading selections;

(e) sometimes defines a purpose for reading;

(f) recognizes, with coaching, an author's purpose;

(g) compares and integrates, with coaching, information from two sources at his/her reading level; and

(h) distinguishes, with coaching, fact from opinion at his/her reading level.

10.54.3091 ADVANCED READING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the advanced reading level demonstrates superior performance. He/she:

(a) demonstrates self-motivation and independence as a learner;

(b) describes abstract themes and ideas of the overall reading selection;

(c) consistently makes accurate predictions and connections between new material and prior knowledge, interprets stated and inferred main ideas, and identifies important supporting details when reading material beyond the eighth grade;

(d) flexibly combines and monitors a variety of strategies to fluently and critically read material with comprehension, interpreting complex elements of fiction and nonfiction, literary devices, and vocabulary beyond eighth- grade level;

(e) articulates and evaluates the strategies used to monitor reading progress;

(f) sets and meets reading goals;

(g) consistently self-selects a variety of material, defines purposes for reading them, and provides thorough, thoughtful, and extensive responses;

(h) analyzes both meaning and form and supports that analysis explicitly with examples from the reading material;

(i) provides thorough, thoughtful, and extensive responses to the reading material; and

(j) compares, contrasts, integrates, evaluates, and extends information, language, and point of view from many print or nonprint sources by relating it to his/her experiences and to world events.

10.54.3092 PROFICIENT READING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the proficient reading level demonstrates solid academic performance. He/she:

(a) consistently makes predictions and connections between new material and prior knowledge, locates and interprets stated and inferred main ideas, and identifies important supporting details when reading material appropriate to the eighth grade;

(b) combines and monitors a variety of strategies to fluently read material with comprehension, interpreting elements of fiction and nonfiction, literary devices, and vocabulary at the eighth-grade level;

(c) articulates and evaluates the strategies used to monitor reading progress;

(d) sets and meets reading goals;

(e) self-selects appropriate material to meet reading purposes, and defines purposes for reading;

(f) compares, contrasts, and integrates information, language, and points of view from many print and nonprint sources by making clear inferences, drawing conclusions, and making connections to personal experiences, including other reading experiences; and

(g) identifies some literary devices that authors use in composing text.

10.54.3093 NEARING PROFICIENCY READING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the nearing proficiency reading level demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient reading. He/she:

(a) demonstrates a literal understanding of the reading material and makes some interpretations;

(b) makes some predictions and connections between new material and prior knowledge, usually locating main ideas, and identifies some important supporting details when reading material appropriate to the eighth grade;

(c) sometimes combines strategies to read material with comprehension;

(d) sometimes interprets elements of fiction and nonfiction, literary devices, and vocabulary at the eighth-grade level;

(e) sometimes articulates but seldom evaluates the strategies used to monitor reading progress;

(f) sets reading goals and sometimes meets them;

(g) sometimes self-selects appropriate material to meet a reading purpose; and

(h) compares information, language, and points of view between and among print or nonprint sources, but seldom integrates information.

10.54.3094 NOVICE READING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the novice reading level is beginning to attain prerequisite knowledge and skills that are fundamental for reading at each benchmark. He/she:

(a) demonstrates a literal understanding of the reading material;

(b) makes few predictions and connections between new material and prior knowledge, usually locating main ideas, but seldom identifies supporting details when reading material appropriate to the eighth grade;

(c) often relies on one strategy to read material with incomplete comprehension, seldom interpreting elements of fiction and nonfiction and literary devices;

(d) uses a limited eighth-grade reading vocabulary;

(e) seldom articulates the strategies used to monitor reading progress;

(f) rarely sets or meets reading goals; and

(g) compares information, language, and point of view from two print or nonprint sources.

10.54.3095 ADVANCED READING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced reading level demonstrates superior performance. He/she:

(a) is self-motivated, an independent learner, and extends and connects ideas;

(b) describes abstract themes and ideas in the overall reading material;

(c) consistently makes, confirms, and revises complex predictions, supports inferences, and analyzes and evaluates causal relationships when reading increasingly complex material;

(d) consistently and accurately paraphrases, formulates complex arguments with strong supporting evidence, and responds thoroughly, thoughtfully, and creatively to reading material;

(e) effectively monitors and flexibly uses a variety of strategies to interpret the language, literary characteristics, and overall intent of print and nonprint material;

(f) uses an enriched reading vocabulary beyond the twelfth grade;

(g) successfully monitors his/her own reading progress;

(h) consistently sets ambitious reading goals as he/she selects, analyzes, and evaluates;

(i) self-selects material appropriate to a variety of reading purposes; and

(j) consistently applies complex thinking skills as he/she gathers, uses, and responds to information from a variety of sources.

10.54.3096 PROFICIENT READING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient reading level demonstrates solid academic performance. He/she:

(a) makes, confirms, and revises predictions, explains inferences, and analyzes causal relationships when reading material appropriate to twelfth grade;

(b) usually paraphrases accurately, formulates arguments with supporting evidence, and responds creatively to reading material;

(c) monitors and uses a variety of strategies to interpret the language, literary characteristics, and overall intent of print and nonprint material;

(d) uses a substantial reading vocabulary appropriate to twelfth grade;

(e) monitors his/her own reading progress;

(f) sets and consistently meets reading goals;

(g) selects, analyzes, and evaluates material appropriate to a variety of reading purposes;

(h) applies complex thinking skills as he/she gathers, uses, and responds to information from a variety of sources; and

(i) analyzes the author's use of literary devises.

10.54.3097 NEARING PROFICIENCY READING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency reading level demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient reading. He/she:

(a) makes predictions, identifies inferences, and describes causal relationships when reading material appropriate to twelfth grade;

(b) frequently paraphrases accurately and formulates arguments with limited supporting evidence;

(c) monitors his/her reading but uses a limited variety of strategies to interpret the language, literary characteristics, and overall intent of print and nonprint material;

(d) uses a limited twelfth-grade reading vocabulary;

(e) monitors his/her own reading progress and often sets reading goals while selecting, analyzing, and evaluating material within a limited range of reading purposes;

(f) identifies elements of an author's style;

(g) responds creatively to reading material; and

(h) occasionally applies complex thinking skills while gathering, using, and responding to information from a variety of sources.

10.54.3098 NOVICE READING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice reading level is beginning to attain prerequisite knowledge and skills that are fundamental for reading at each benchmark. He/she:

(a) makes simple predictions and inferences, but often does not grasp the meaning of causal relationships when reading material appropriate to twelfth grade;

(b) sometimes accurately paraphrases, formulates arguments with limited supporting evidence, and provides simple responses to reading material;

(c) sometimes monitors his/her use of strategies, but usually relies primarily on a few strategies to interpret the language, literary characteristics, and overall intent of print and nonprint material with limited success;

(d) uses a reading vocabulary below twelfth-grade level;

(e) sometimes monitors his/her own reading progress;

(f) with guidance, sets and meets reading goals while selecting, analyzing, and evaluating material in a limited range of reading purposes; and

(g) compares and contrasts material, but infrequently analyzes or applies complex thinking skills to gather, use, and respond to information from a limited number of sources.

Sub-Chapter 31 Reserved

Literature Content and Performance Standards

Literature, a primary vehicle for teaching reading, attempts to show life in its uncertainties, complexities, and imperfections, offering many insights for the reader. Responding to print and nonprint media allows participants to experience vicariously other lives and to measure their own experiences against those of others. The exploration of literature and films encourages students to become critical and reflective thinkers and to develop personal aesthetic standards for print and nonprint media as art forms.

10.54.3201 through 10.54.3209 reserved

10.54.3210 LITERATURE CONTENT STANDARD 1 (1) To satisfy the requirements of literature content standard 1, a student must construct meaning as he/she comprehends, interprets, analyzes, and responds to literary works.

10.54.3211 BENCHMARK FOR LITERATURE CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for literature content standard 1 for a student at the end of grade 4 is the ability to:

(a) make predictions and connections between new literary works and previous information/experiences;
(b) identify main ideas and some supporting details of literary works;
(c) retell key events of literary works in sequence;
(d) make connections and comparisons of literary elements within and between works;
(e) make, confirm, or revise predictions based on the literary works; and
(f) respond personally to ideas and feelings generated by literary works.

10.54.3212 BENCHMARK FOR LITERATURE CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for literature content standard 1 for a student at the end of grade 8 is the ability to:

(a) make predictions and connections between new literary works and previous information/experiences and explore questions about the impact of literary elements;
(b) identify and comprehend the main idea and supporting facts and details, and summarize ideas in own words;
(c) summarize stories and identify major literary elements;
(d) compare, contrast, and make connections of literary elements within and between works;
(e) draw inferences and conclusions based on literary works; and
(f) respond to literary works on the basis of personal insights and respect the different responses of others.

10.54.3213 BENCHMARK FOR LITERATURE CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for literature content standard 1 for a student upon graduation is the ability to:

(a) propose and pursue questions and answers to the complex elements of literary works (e.g., historical and cultural influence, style, figures of speech);
(b) develop and define with textual support interpretations of complex literary works;
(c) analyze the major elements significant to the interpretation process (e.g., point of view, tone, dramatic action);
(d) recognize, compare, contrast, make connections, and analyze approaches to literary elements in various works;
(e) compare and contrast individual and group responses/reactions with author's purpose/intent; and
(f) demonstrate oral, written, and/or artistic responses to ideas and feelings generated in literary works.

10.54.3214 through 10.54.3219 reserved

10.54.3220 LITERATURE CONTENT STANDARD 2 (1) To satisfy the requirements of literature content standard 2, a student must recognize and evaluate how language, literary devices, and elements contribute to the meaning and impact of literary works.

10.54.3221 BENCHMARK FOR LITERATURE CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for literature content standard 2 for a student at the end of grade 4 is the ability to:

(a) identify literary devices (e.g., figurative language, exaggeration);

(b) demonstrate an understanding of literary elements (e.g., plot, character, setting, problem solving);

(c) increase vocabulary through the use of context clues and reference sources (e.g., dictionary, thesaurus, glossary) to understand literary works; and

(d) identify how literary devices, forms, and language contribute to the meaning of literary works.

10.54.3222 BENCHMARK FOR LITERATURE CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for literature content standard 2 for a student at the end of grade 8 is the ability to:

(a) identify the effect of literary devices (e.g., figurative language, allusion, diction, dialogue, description, imagery);

(b) recognize the impact of literary elements (e.g., plot, theme, character, setting, point of view) and evaluate their effectiveness;

(c) evaluate how vocabulary and language contribute to literary works; and

(d) demonstrate an understanding of how literary devices, forms, and language contribute to the impact of literary works.

10.54.3223 BENCHMARK FOR LITERATURE CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for literature content standard 2 for a student upon graduation is the ability to:

(a) discuss ways in which literary devices and elements (e.g., syntax, imagery, figurative language, allusion, symbols, irony) produce a dominant tone, effect, or theme;

(b) analyze and critique the effectiveness of an author's choice of literary devices/elements;

(c) recognize and articulate how language enhances meaning and conveys power to impact an individual and/or society; and

(d) evaluate how literary devices, forms, and language contribute to the impact of a work on the reader/listener/viewer.

10.54.3224 through 10.54.3229 reserved

10.54.3230 LITERATURE CONTENT STANDARD 3 (1) To satisfy the requirements of literature content standard 3, a student must reflect upon his/her literary experiences and purposefully select from a range of works.

10.54.3231 BENCHMARK FOR LITERATURE CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for literature content standard 3 for a student at the end of grade 4 is the ability to:

(a) select a variety of literary works for purposes of discovery, appreciation, and enjoyment;

(b) select print/non-print works based upon reflection of prior literary experiences (e.g., author, subject, theme, genre); and

(c) demonstrate the understanding that the purposes of experiencing literary works include personal satisfaction and the development of lifelong literature appreciation.

10.54.3232 BENCHMARK FOR LITERATURE CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for literature content standard 3 for a student at the end of grade 8 is the ability to:

(a) select a variety of literary works, expressing reasons for personal recommendation, discovery, appreciation, and enjoyment;

(b) apply given criteria to evaluate literary merit and express critical opinions about literary works; and

(c) demonstrate the understanding that the purposes of experiencing literary works include personal satisfaction and the development of lifelong literature appreciation.

10.54.3233 BENCHMARK FOR LITERATURE CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for literature content standard 3 for a student upon graduation is the ability to:

(a) use prior experience to select materials and articulate purposes for selection (e.g., learn, enjoy, persuade, exchange information);

(b) develop and apply criteria to evaluate the reliability, authenticity, and literary merit of information conveyed in a literary work; and

(c) recognize literary works as vehicles for acquiring new information, responding to social and workplace needs, and discovering and gaining personal fulfillment.

10.54.3234 through 10.54.3239 reserved

10.54.3240 LITERATURE CONTENT STANDARD 4 (1) To satisfy the requirements of literature content standard 4, a student must interact with print and non-print literary works from various cultures, ethnic groups, and traditional and contemporary viewpoints written by both genders.

10.54.3241 BENCHMARK FOR LITERATURE CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for literature content standard 4 for a student at the end of grade 4 is the ability to:

(a) select, read, listen to, and view a variety of literary works;

(b) respond to traditional and contemporary works representing diverse perspectives, cultures, and issues (e.g., American Indian works); and

(c) create and share responses to literary works through the application of technology, speaking, writing, and visual and performing arts (e.g., discuss, write, move, design, compose, sing).

10.54.3242 BENCHMARK FOR LITERATURE CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for literature content standard 4 for a student at the end of grade 8 is the ability to:

(a) select, read, listen to, and view a variety of literary works;

(b) respond to traditional and contemporary works representing diverse perspectives, cultures, and issues (e.g., American Indian works); and

(c) create and share responses to literary works through the application of technology, speaking, writing, and visual and performing arts (e.g., discuss, write, move, design, compose, sing).

10.54.3243 BENCHMARK FOR LITERATURE CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for literature content standard 4 for a student upon graduation is the ability to:

(a) select, read, listen to, and view a variety of traditional and contemporary works from diverse cultures (e.g., American Indian works), genders, genres, historical periods, and styles;

(b) demonstrate how factors of history and culture, gender and genre, influence and give meaning to literature;

(c) create and share responses to literary works (e.g., discuss, write, move, design, compose, sing, dramatize, produce multimedia presentations); and

(d) analyze diverse literature to identify and compare common human experiences within and between cultures.

10.54.3244 through 10.54.3249 reserved

10.54.3250 LITERATURE CONTENT STANDARD 5 (1) To satisfy the requirements of literature content standard 5, a student must use literary works to enrich personal experience and to connect to the broader world of ideas, concepts, and issues.

10.54.3251 BENCHMARK FOR LITERATURE CONTENT STANDARD 5 FOR END OF GRADE 4 (1) The benchmark for literature content standard 5 for a student at the end of grade 4 is the ability to:

(a) identify how culture, ideas, and issues influence literary works;

(b) compare one's culture to the culture portrayed in a literary work; and

(c) make associations between ideas expressed in literary works and personal experiences.

10.54.3252 BENCHMARK FOR LITERATURE CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The benchmark for literature content standard 5 for a student at the end of grade 8 is the ability to:

(a) examine and explain how history, culture, ideas, and issues influence literary works;

(b) compare and contrast a variety of perspectives of self, others, and world issues through a selection of literary works; and

(c) use literary works to develop an understanding of the many dimensions of human experience (e.g., philosophical, ethical, aesthetic).

10.54.3253 BENCHMARK FOR LITERATURE CONTENT STANDARD 5 UPON GRADUATION (1) The benchmark for literature content standard 5 for a student upon graduation is the ability to:

(a) examine, explain, and evaluate various perspectives concerning community, national, and world issues reflected in literary works;

(b) identify and respond to philosophical assumptions and basic beliefs underlying selected texts;

(c) recognize patterns, symbols, and universal themes present across literary works and relate those to personal experience; and

(d) investigate and report ways in which authors, their works, and their styles have impacted or been influenced by social and cultural issues or events.

10.54.3254 through 10.54.3286 reserved

10.54.3287 ADVANCED LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the advanced level of literature demonstrates superior performance. He/she:

(a) accurately comprehends material at the literal level and sometimes at the figurative level;

(b) makes predictions and connections within and between literary works;

(c) interprets as a reader, listener, and viewer how language affects the meaning of literary works;

(d) confidently identifies the language and literary tools that contribute to the meaning;

(e) evaluates how language and literary tools contribute to the impact of literary works;

(f) purposefully selects print and non-print material from diverse cultures and viewpoints to fulfill needs; and

(g) demonstrates the depth of understanding by sharing responses to a variety of literary works.

10.54.3288 PROFICIENT LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the proficient level of literature demonstrates solid academic performance. He/she:

(a) comprehends material at the literal level, but has difficulty at the figurative level;

(b) makes predictions and connections within and between literary works;

(c) demonstrates an understanding of how language affects the meaning of literary works as a reader, listener, and viewer;

(d) identifies the language and literary tools that contribute to meaning;

(e) purposefully selects print and non-print materials from diverse cultures and viewpoints to fulfill needs; and

(f) explores creative ways to share appropriate and unique responses to a variety of literary works.

10.54.3289 NEARING PROFICIENCY LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the nearing proficiency level of literature demonstrates partial mastery of prerequisite skills and knowledge fundamental for proficiency in literature. He/she:

(a) usually comprehends material at the literal level;

(b) makes obvious predictions and connections within and between those works;

(c) demonstrates an understanding of how language affects the meaning of literary works as a reader, listener, and viewer;

(d) usually identifies the language and literary tools that contribute to the meaning of literary works;

(e) sometimes purposefully selects print and non-print materials from diverse cultures and viewpoints to fulfill needs; and

(f) occasionally explores creative ways to share responses to a variety of literary works, but often relies on predictable or mechanical methods.

10.54.3290 NOVICE LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the novice level of literature is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in literature. He/she:

(a) seldom comprehends material at the literal level;

(b) makes obvious predictions and connections, with assistance, within and between literary works;

(c) occasionally identifies how language affects the meaning of literary works as a reader, listener, and viewer;

(d) has difficulty identifying and/or discussing the language and literary tools that contribute to meaning;

(e) randomly selects print and non-print material from diverse cultures and viewpoints; and

(f) uses limited methods to share responses to a variety of literary works.

10.54.3291 ADVANCED LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the advanced level of literature demonstrates superior performance. He/she:

(a) accurately comprehends material at the literal level and frequently at the figurative level;

(b) makes complex predictions and meaningful connections when analyzing and responding to literary works;

(c) consistently and thoughtfully interprets and evaluates as a reader, listener, and viewer how literary devices, forms, and language impact literary works;

(d) willingly and confidently responds to a variety of literary works demonstrating individualized generalizations and thoughtful comparisons and hypotheses; and

(e) expresses a clear, personalized criteria for evaluation of judgements of quality.

10.54.3292 PROFICIENT LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the proficient level of literature demonstrates solid academic performance. He/she:

(a) comprehends material at the literal level and is gaining understanding at the figurative level;

(b) effectively uses sequencing, comparing, contrasting, and predicting to analyze and respond to literary works;

(c) competently identifies and interprets how literary devices, forms, and language impact literary works as a reader, listener, and viewer;

(d) consistently and purposefully selects a variety of literary works, expressing reasons for the choices; and

(e) recognizes how the time period and other relevant situations produce a work's context.

10.54.3293 NEARING PROFICIENCY LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the nearing proficiency level of literature demonstrates partial mastery of prerequisite skills and knowledge fundamental for proficiency in literature. He/she:

(a) usually comprehends material at the literal level and sometimes, with assistance, at the figurative level;

(b) makes obvious predictions and brief descriptions when analyzing and responding to literary works;

(c) identifies literary devices, forms, and language, and describes how these impact literary works as a reader, listener, and viewer;

(d) purposefully selects a variety of literary works, briefly expressing reasons for choices; and

(e) occasionally shares responses to literature, demonstrating knowledge of literary form and structure.

10.54.3294 NOVICE LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the novice level of literature is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in literature. He/she:

(a) usually comprehends material at the literal level but seldom at the figurative level;

(b) makes simple predictions and brief descriptions when responding to literary works;

(c) infrequently identifies literary devices, forms, and languages and, with assistance, describes how these impact literary works as a reader, listener, and viewer;

(d) selects literary works, yet has difficulty expressing reasons for choices; and

(e) often focuses on restatement of story and summarization with little comparison or investigation of the work's meaning or form.

10.54.3295 ADVANCED LITERATURE PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level of literature demonstrates superior performance. He/she:

(a) accurately and completely comprehends material at both literal and figurative levels;

(b) seeks out increasingly complex and diverse material;

(c) develops and defends multiple analytic and interpretive responses to those works;

(d) demonstrates the inquiry process through the articulation of greater insight and higher level skills;

(e) connects prior literary experiences to purposeful selection and evaluation of material based on reliability, authenticity, and literary merit; and

(f) experiments with a range of original and sophisticated ways to communicate independently designed responses to a variety of literary works.

10.54.3296 PROFICIENT LITERATURE PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient level of literature demonstrates solid academic performance. He/she:

(a) comprehends material at both literal and figurative levels;

(b) develops and defends multiple analytic and interpretive responses to literary works;

(c) analyzes and critiques how language and literary tools create and enhance the meaning and impact of literary works as a reader, listener, and viewer;

(d) thoughtfully uses prior experience to purposefully select material to fulfill needs;

(e) applies criteria to evaluate the reliability, authenticity, and merit of literary works; and

(f) consistently creates and shares unique and reasonable responses to a variety of literary works.

10.54.3297 NEARING PROFICIENCY LITERATURE PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency level of literature demonstrates partial mastery of prerequisite skills and knowledge fundamental for proficiency in literature. He/she:

(a) comprehends material at the literal level but only occasionally at the figurative level;

(b) develops and pursues questions and answers in his/her responses to literary works;

(c) recognizes and discusses how language and literary tools influence the meaning and impact of literary works as a reader, listener, and viewer;

(d) uses prior experience to select material;

(e) occasionally applies criteria that assesses reliability, authenticity, and literary merit; and

(f) relies on more predictable and limited forms to share responses to a variety of literary works.

10.54.3298 NOVICE LITERATURE PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level of literature is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in literature. He/she:

(a) comprehends materials on the literal level, but rarely at the figurative level;

(b) recognizes interpretive responses to literary works, but finds difficulty discussing the effectiveness of literary tools;

(c) reluctantly interacts with literary works;

(d) has difficulty connecting personal literary experiences to personal life experiences; and

(e) waits for encouragement, hesitates to share, and usually limits responses to assigned products.

Sub-Chapter 33 Reserved

Writing Content and Performance Standards

The standards set in this document represent what research and experience have described as important in the process of writing. Writing is essential to thinking and learning. As a strategic, problem-solving process, writing is a key element of communication and a critical part of comprehension. In addition to being a developmental basic skill, writing is also indispensable to critical, ethical, and creative thinking. Writers use a range of skills and strategies in the process of writing to communicate with diverse audiences and for diverse purposes. Writing proficiency enables individuals to learn, make connections between their own and others' experiences, create meaning, and evaluate information.

10.54.3401 through 10.54.3409 reserved

10.54.3410 WRITING CONTENT STANDARD 1 (1) To satisfy the requirements of writing content standard 1, a student must write clearly and effectively.

10.54.3411 BENCHMARK FOR WRITING CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for writing content standard 1 for a student at the end of grade 4 is the ability to:

(a) organize text in paragraphs with clear beginning, middle, and end;

(b) develop a main idea through some supporting details;

(c) demonstrate awareness of personal voice, sentence structure, and word choice; and

(d) apply conventions of standard written English (e.g., spelling, punctuation, usage) appropriate for grade level and purpose.

10.54.3412 BENCHMARK FOR WRITING CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for writing content standard 1 for a student at the end of grade 8 is the ability to:

(a) organize text in paragraphs with clear beginning, middle, and end, using transitions and logical sequence;

(b) develop a main idea through relevant supporting details;

(c) demonstrate some control of personal voice, sentence structure, and word choice; and

(d) apply conventions of standard written English (e.g., spelling, punctuation, usage) appropriate for grade level and purpose.

10.54.3413 BENCHMARK FOR WRITING CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for writing content standard 1 for a student upon graduation is the ability to:

(a) organize text in paragraphs with clear beginning, middle, and end, using effective transitions and logical sequence;

(b) develop and elaborate main ideas through relevant and specific supporting details;

(c) demonstrate purposeful control of personal voice, sentence structure, and word choice; and

(d) apply conventions of standard written English (e.g., spelling, punctuation, usage) appropriate for grade level and purpose.

10.54.3414 through 10.54.3419 reserved

10.54.3420 WRITING CONTENT STANDARD 2 (1) To satisfy the requirements of writing content standard 2, a student must apply a range of skills and strategies in the writing process.

(1) The benchmark for writing content standard 2 for a student at the end of grade 4 is the ability to:

(a) plan writing by generating and organizing ideas and by considering purpose and audience;

(b) write a draft that captures and organizes ideas;

(c) revise writing at the word, sentence, and paragraph levels using feedback and guidance from others;

(d) edit, with assistance, by correcting errors (e.g., grammar, capitalization, punctuation, spelling, usage); and

(e) share/publish a legible final product.

10.54.3422 BENCHMARK FOR WRITING CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for writing content standard 2 for a student at the end of grade 8 is the ability to:

(a) plan writing by generating and organizing ideas through a variety of strategies and by considering purpose and audience;

(b) write one or more drafts that capture and organize ideas;

(c) revise writing at the word, sentence, and paragraph levels using feedback from others;

(d) edit, with some assistance, by correcting errors (e.g., grammar, capitalization, punctuation, spelling, usage); and

(e) share/publish a legible final product.

10.54.3423 BENCHMARK FOR WRITING CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for writing content standard 2 for a student upon graduation is the ability to:

(a) plan writing by generating ideas through a variety of strategies, and organize by analyzing purpose and audience;

(b) write one or more drafts that capture, explore, and organize ideas;

(c) revise writing by seeking feedback from others and making appropriate changes to improve text;

(d) edit by correcting errors (e.g., grammar, capitalization, punctuation, spelling, usage); and

(e) share/publish a legible final product.

10.54.3424 through 10.54.3429 reserved

10.54.3430 WRITING CONTENT STANDARD 3 (1) To satisfy the requirements of writing content standard 3, a student must evaluate and reflect on his/her growth as a writer.

10.54.3431 BENCHMARK FOR WRITING CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for writing content standard 3 for a student at the end of grade 4 is the ability to:

(a) set goals and become aware of successes in own and others' writing;

(b) share writing with others, listen to responses, ask questions, and offer positive comments to others; and

(c) identify his/her strengths as a writer.

10.54.3432 BENCHMARK FOR WRITING CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for writing content standard 3 for a student at the end of grade 8 is the ability to:

(a) set goals and analyze successes in one's own and others' writing;

(b) share and discuss one's own and others' writing for improvement and growth as a writer; and

(c) identify and describe strengths and weaknesses as a writer.

10.54.3433 BENCHMARK FOR WRITING CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for writing content standard 3 for a student upon graduation is the ability to:

(a) set goals and evaluate successes in one's own and others' writing;

(b) seek and use feedback from others and offer constructive criticism to others; and

(c) analyze and evaluate strengths and weaknesses as a writer.

10.54.3434 through 10.54.3439 reserved

10.54.3440 WRITING CONTENT STANDARD 4 (1) To satisfy the requirements of writing content standard 4, a student must write for a variety of purposes and audiences.

10.54.3441 BENCHMARK FOR WRITING CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for writing content standard 4 for a student at the end of grade 4 is the ability to:

(a) identify the purpose for his/her writing and write appropriately;

(b) choose audiences (e.g., self, peers, adults) appropriate to purposes and topics; and

(c) experience writing in different genre (e.g., descriptive writing).

10.54.3442 BENCHMARK FOR WRITING CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for writing content standard 4 for a student at the end of grade 8 is the ability to:

(a) identify and articulate the purpose for his/her writing and write appropriately;

(b) choose audiences (e.g., self, peers, adults) appropriate to purposes and topics; and

(c) experience writing in different genre (e.g., narrative writing).

10.54.3443 BENCHMARK FOR WRITING CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for writing content standard 4 for a student upon graduation is the ability to:

(a) identify and articulate the purpose for his/her writing and write appropriately;

(b) choose audiences (e.g., self, peers, adults) appropriate to purposes and topics; and

(c) experience writing in various genre (e.g., expository and persuasive writing).

10.54.3444 through 10.54.3449 reserved

10.54.3450 WRITING CONTENT STANDARD 5 (1) To satisfy the requirements of writing content standard 5, a student must recognize the structures of various forms and apply these characteristics to his/her own writing.

10.54.3451 BENCHMARK FOR WRITING CONTENT STANDARD 5 FOR END OF GRADE 4 (1) The benchmark for writing content standard 5 for a student at the end of grade 4 is the ability to:

(a) identify the characteristics of different forms (e.g., poetry, fiction, nonfiction, technical, simple report); and

(b) write using characteristics of different forms.

10.54.3452 BENCHMARK FOR WRITING CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The benchmark for writing content standard 5 for a student at the end of grade 8 is the ability to:

(a) identify and analyze characteristics of different forms (e.g., narrative, journal, technical); and

(b) write using characteristics of different forms.

10.54.3453 BENCHMARK FOR WRITING CONTENT STANDARD 5 UPON GRADUATION (1) The benchmark for writing content standard 5 for a student upon graduation is the ability to:

(a) identify, analyze, and evaluate characteristics of different forms (e.g., multi-paragraph essay, persuasive, expository, argumentative); and

(b) write using characteristics of different forms.

10.54.3454 through 10.54.3459 reserved

10.54.3460 WRITING CONTENT STANDARD 6 (1) To satisfy the requirements of writing content standard 6, a student must use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information.

10.54.3461 BENCHMARK FOR WRITING CONTENT STANDARD 6 FOR END OF GRADE 4 (1) The benchmark for writing content standard 6 for a student at the end of grade 4 is the ability to:

(a) pose questions or identify problems;

(b) use selected technologies and information sources;

(c) identify explanations or solutions, and draw a conclusion based on the information; and

(d) share information in appropriate ways for intended audiences.

10.54.3462 BENCHMARK FOR WRITING CONTENT STANDARD 6 FOR END OF GRADE 8 (1) The benchmark for writing content standard 6 for a student at the end of grade 8 is the ability to:

(a) pose questions or identify problems;

(b) find and use a variety of technologies and information sources;

(c) identify several explanations or solutions, and draw conclusions based on his/her analysis of the information; and

(d) share information in appropriate ways for intended audiences.

10.54.3463 BENCHMARK FOR WRITING CONTENT STANDARD 6 UPON GRADUATION (1) The benchmark for writing content standard 6 for a student upon graduation is the ability to:

(a) pose questions or identify problems;

(b) find, evaluate, and use a variety of technologies and information sources;

(c) identify and investigate alternative explanations or solutions, and use criteria to draw and defend conclusions based on his/her analysis and evaluation of the information; and

(d) share information in appropriate ways for intended audiences.

10.54.3464 through 10.54.3486 reserved

10.54.3487 ADVANCED WRITING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the advanced level of writing demonstrates superior performance. He/she:

(a) writes clearly and effectively by exhibiting strong organization, concrete development, and appropriate conventions/mechanics;

(b) applies and experiments with a variety of skills and strategies in the writing process as he/she develops control of his/her writing;

(c) shares and discusses his/her own writing and the writing of others to help make significant revisions;

(d) writes, with assistance, for a variety of purposes and audiences and easily writes in different genre, including descriptive writing;

(e) frequently proceeds with independent inquiries, with initial guidance; and

(f) often uses a range of resources to seek information, solve problems, and communicate.

10.54.3488 PROFICIENT WRITING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the proficient level of writing demonstrates solid academic performance. He/she:

(a) writes clearly and effectively by organizing the text with a clear beginning, middle, and end;

(b) applies basic skills and strategies in the writing process as he/she develops as a writer;

(c) shares and discusses his/her own writing and the writing of others;

(d) recognizes and regularly practices using various forms of writing;

(e) writes, with assistance, for a variety of purposes and audiences; and

(f) responds to guided inquiry as he/she learns to search out information, solve problems, and communicate.

10.54.3489 NEARING PROFICIENCY WRITING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the nearing proficiency level of writing demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient writing. He/she:

(a) sometimes writes clearly and effectively by organizing text with a basic beginning, middle, and end;

(b) applies basic skills and limited strategies in the writing process as he/she develops as a writer;

(c) sometimes shares and discusses his/her writing and the writing of others to make limited changes in the text;

(d) recognizes and begins to write, with assistance, in basic forms of writing, including descriptive writing;

(e) writes for a specific purpose and with some sense of audience; and

(f) conducts inquiries, with support, to find information to communicate.

10.54.3490 NOVICE WRITING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the novice level of writing is beginning to attain prerequisite knowledge and skills fundamental for proficient writing. He/she:

(a) writes with limited clarity or effectiveness;
(b) shows some emerging level of organization;
(c) demonstrates limited awareness of the structure of his/her writing;
(d) requires frequent guidance to apply basic skills and limited strategies as he/she learns to write;
(e) shares his/her writing although his/her discussion usually lacks substance or focus;
(f) requires guidance to recognize various forms of writing, including descriptive writing;
(g) writes with a limited purpose, often showing no awareness of audience; and
(h) needs assistance to conduct inquiries, find information, and communicate.

10.54.3491 ADVANCED WRITING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the advanced level of writing demonstrates superior performance. He/she:

(a) writes clearly and effectively by independently applying a range of skills and strategies to revise his/her writing;
(b) eagerly seeks feedback to evaluate his/her writing and reflect on his/her growth as a writer;
(c) identifies variations within writing forms and experiments as he/she applies these characteristics to his/her writing and in an expanded range of genre, including narrative writing;
(d) successfully writes for a variety of purposes and audiences;
(e) initiates his/her own inquiries; and
(f) uses current technologies and information sources to communicate.

10.54.3492 PROFICIENT WRITING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the proficient level of writing demonstrates solid academic performance. He/she:

(a) writes clearly and effectively by applying a range of skills and strategies in the writing process;
(b) demonstrates the ability to respond to feedback, evaluate his/her writing, and reflect on his/her growth as a writer;
(c) typically recognizes the structures of various forms of writing and applies these characteristics as he/she writes for a variety of purposes and audiences and in an expanded range of genre, including narrative writing; and
(d) initiates his/her own inquiries and uses current technologies and information sources to communicate.

10.54.3493 NEARING PROFICIENCY WRITING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the nearing proficiency level of writing demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient writing. He/she:

(a) occasionally writes clearly and effectively by applying, with assistance, a range of skills and strategies in the writing process;
(b) sometimes demonstrates the ability to evaluate writing and reflects on his/her growth as a writer;
(c) recognizes and applies some characteristics of some forms of writing;
(d) writes for a narrow range of purposes and audiences, and has limited practice in narrative writing;
(e) sometimes initiates his/her own inquiries; and
(f) uses current and emerging technologies and information sources to communicate.

10.54.3494 NOVICE WRITING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the novice level of writing is beginning to attain prerequisite knowledge and skills fundamental for proficient writing. He/she:

(a) rarely writes clearly and effectively without assistance;
(b) applies a limited range of skills and strategies in the writing process;
(c) is reluctant to revise and needs assistance to evaluate his/her writing;
(d) demonstrates confusion about forms and has difficulty applying the characteristics to his/her writing;
(e) often lacks purpose and needs guidance to identify an audience or practice in narrative writing at a basic level;
(f) requires direction and support to conduct inquiries; and
(g) often uses current and emerging technologies and information sources to communicate.

10.54.3495 ADVANCED WRITING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level of writing demonstrates superior performance. He/she:

(a) consistently writes clearly and effectively, often about sophisticated subjects;
(b) applies a range of skills and strategies in the writing process, eagerly seeking and responding to feedback and polishing his/her writing;
(c) independently evaluates writing and reflects on his/her growth as a writer;
(d) recognizes different levels of meaning as well as sophisticated variations within forms of writing;
(e) takes risks and applies these characteristics to his/her own writing;
(f) writes fluently for a variety of purposes and in different genre, including expository and persuasive, usually satisfying audiences;
(g) demonstrates self-directed inquiry; and
(h) makes effective use of current and emerging technologies and information sources to communicate.

10.54.3496 PROFICIENT WRITING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient level of writing demonstrates solid academic performance. He/she:
(a) writes clearly and effectively by applying a range of skills and strategies in the writing process;
(b) often seeks and responds to feedback to evaluate and revise writing, as well as reflect on his/her growth as a writer;
(c) recognizes variations within the forms and often identifies different levels of meaning;
(d) occasionally takes risks when applying these characteristics to write for a variety of purposes and audiences, and in different genre, including expository and persuasive writing;
(e) initiates his/her own inquiries; and
(f) uses current and emerging technologies and information sources to communicate.

10.54.3497 NEARING PROFICIENCY WRITING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency level of writing demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient writing. He/she:
(a) often writes clearly and effectively by applying a limited range of skills and strategies;
(b) still needs assistance to revise work in response to feedback;
(c) often needs guidance to evaluate work and reflect on his/her growth as a writer;
(d) recognizes the forms of writing and applies basic characteristics to his/her own writing;
(e) writes for a limited range of purposes and audiences, and has some experience writing in different genre, including expository and persuasive writing;
(f) conducts inquiries, with assistance; and
(g) uses current technologies and information sources to communicate.

10.54.3498 NOVICE WRITING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level of writing is beginning to attain prerequisite knowledge and skills fundamental for proficient writing. He/she:
(a) occasionally writes clearly at a basic level by applying selected skills and strategies;
(b) needs assistance to write effectively;
(c) is reluctant to revise and needs guidance to evaluate his/her writing or respond to feedback;
(d) demonstrates limited understanding of his/her growth as a writer;
(e) recognizes basic forms of writing and applies some basic characteristics to his/her writing;
(f) often lacks purpose in writing, including expository and persuasive, and writes for a limited audience;
(g) seldom conducts inquiries; and
(h) uses current technologies and information sources, with assistance, to communicate.

Sub-Chapter 35 Reserved

Speaking and Listening Content and Performance Standards

Oral communication is the bridge to the future. It provides the basis of language development, thinking, gathering information, and shaping how we see ourselves and how others see us. Studies show that over 80 percent of communication is spent in speaking and listening, which lends credence to the belief that teaching these skills is not just desirable, but critical. It is the responsibility of education to ensure that students are prepared for their roles as family members, workers, and citizens through oral communication instruction.

The National Communication Association defines speaking as "the uniquely human act or process of transmitting and exchanging information, ideas, and emotions using oral language" while listening is "the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages."

10.54.3601 through 10.54.3609 reserved

10.54.3610 SPEAKING AND LISTENING CONTENT STANDARD 1 (1) To satisfy the requirements of speaking and listening content standard 1, a student must demonstrate knowledge and understanding of the communication process.

10.54.3611 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for speaking and listening content standard 1 for a student at the end of grade 4 is the ability to:

(a) recognize the important role of speaking and listening in daily life; and

(b) identify oneself in various roles in the communication process and recognize the shared communication responsibilities of the speaker and the listener.

10.54.3612 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for speaking and listening content standard 1 for a student at the end of grade 8 is the ability to:

(a) observe and describe the importance of speaking and listening in personal relationships; and

(b) identify and define the components of the communication process.

10.54.3613 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for speaking and listening content standard 1 for a student upon graduation is the ability to:

(a) explain the importance of effective oral communication in creating meaning, influencing thought, and making decisions; and

(b) identify and analyze the relationships among the components of the communication process.

10.54.3614 through 10.54.3619 reserved

10.54.3620 SPEAKING AND LISTENING CONTENT STANDARD 2 (1) To satisfy the requirements of speaking and listening content standard 2, a student must distinguish among and use appropriate types of speaking and listening for a variety of purposes.

10.54.3621 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for speaking and listening content standard 2 for a student at the end of grade 4 is the ability to:

(a) recognize the techniques of listening in a variety of situations (e.g., focusing attention, reflecting, interpreting, analyzing, responding to messages);

(b) demonstrate appropriate speaking and listening behaviors in communicating with peers and others in formal and informal classroom situations;

(c) speak and listen effectively for a range of purposes (e.g., reading aloud and listening to oral readings, sharing and listening to personal experiences, presenting and listening to oral reports, clearly giving and understanding directions and instructions);

(d) identify and appropriately use different types of presentations (e.g., storytelling, narrative, description); and

(e) identify and use different types of listening appropriate to the listening situation (e.g., casual, appreciative, attentive).

10.54.3622 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for speaking and listening content standard 2 for a student at the end of grade 8 is the ability to:

(a) analyze one's own techniques of listening in a variety of situations (e.g., focusing attention, reflecting, interpreting, analyzing, responding to messages);

(b) demonstrate appropriate speaking and listening behaviors in communicating with various audiences;

(c) speak and listen effectively for an expanded range of purposes (e.g., giving and understanding information, presenting and appreciating creative performances, delivering and analyzing persuasive messages);

(d) identify and appropriately use different types of presentations (e.g., reports, expository speeches, dramatic presentations, persuasive appeals); and

(e) identify and use different types of listening appropriate to the listening situation (e.g., interpretive and empathic listening).

10.54.3623 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for speaking and listening content standard 2 for a student upon graduation is the ability to:

(a) explain, apply, and evaluate one's own and others' techniques of listening in a variety of situations (e.g., focusing attention, reflecting, interpreting, analyzing, responding to messages);

(b) demonstrate effective adjustment of speaking and listening behaviors in communicating with various audiences;

(c) speak and listen effectively for a broad range of purposes (e.g., delivering and evaluating entertaining or inspiring messages, presenting and critically evaluating problems and solutions);

(d) identify and use different types of presentations appropriate to the purpose for speaking (e.g., impromptu, extemporaneous, manuscript, memorized deliveries, inter-personal endeavors); and

(e) identify and use different types of listening appropriate to the listening situation (e.g., critical listening).

10.54.3624 through 10.54.3629 reserved

10.54.3630 SPEAKING AND LISTENING CONTENT STANDARD 3 (1) To satisfy the requirements of speaking and listening content standard 3, a student must apply a range of skills and strategies to speaking and listening.

10.54.3631 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for speaking and listening content standard 3 for a student at the end of grade 4 is the ability to:

(a) communicate in a focused and organized manner;

(b) select and use appropriate verbal language to convey intended meaning;

(c) identify and begin to use appropriate verbal and non-verbal skills to enhance presentations and manage communication anxiety;

(d) monitor understanding by identifying and using strategies (e.g., asking relevant questions, restating information);

(e) distinguish new from familiar material, significant from insignificant information, fact from opinion, and fantasy from reality;

(f) draw connections between one's experiences, information, and insights, and experiences communicated by others;

(g) identify characteristics of enjoyable listening experiences by examining rhythm in music and visualization of images; and

(h) identify, anticipate, and manage barriers to listening.

10.54.3632 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for speaking and listening content standard 3 for a student at the end of grade 8 is the ability to:

(a) communicate with a clear purpose, well-developed organization, and support from a variety of sources;

(b) use verbal language appropriate to occasion, audience, and topic;

(c) explain and appropriately use verbal and non-verbal skills to enhance presentations and manage communication anxiety;

(d) monitor understanding by identifying and using strategies (e.g., inquiring, taking notes, summarizing oral and visual clues);

(e) distinguish information from persuasion, and logic from emotion;

(f) compare and contrast one's own experiences, information, and insights with the message received in a variety of communication situations;

(g) compare and contrast enjoyable listening experiences by examining different renditions of the same work (e.g., same selection interpreted by different performers); and

(h) identify, anticipate, and manage barriers to listening.

10.54.3633 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for speaking and listening content standard 3 for a student upon graduation is the ability to:

(a) communicate with an identifiable thesis, logically developed points with appropriate supporting resources, and clear sequencing of ideas and transitions;

(b) use informal, standard, and technical verbal language effectively to fit the purpose, audience, occasion, and task;

(c) apply, analyze, and evaluate effective verbal and non-verbal skills to enhance presentations and manage communication anxiety;

(d) monitor understanding by identifying and using strategies (e.g., asking probing questions, paraphrasing, interpreting, evaluating oral and visual clues);

(e) recognize and analyze points of view, purposes, emotional appeals, and logical fallacies in verbal and nonverbal messages;

(f) compare and contrast one's experiences, information, and insights with the message in a variety of communication situations;

(g) analyze and evaluate aesthetic listening experiences by examining speakers' style, interpreting characters in a dialogue, and studying the projection of emotion; and

(h) identify, anticipate, and manage barriers to listening.

10.54.3634 through 10.54.3639 reserved

10.54.3640 SPEAKING AND LISTENING CONTENT STANDARD 4 (1) To satisfy the requirements of speaking and listening content standard 4, a student must identify, analyze, and evaluate the impacts of effective speaking and evaluative listening.

10.54.3641 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for speaking and listening content standard 4 for a student at the end of grade 4 is the ability to:

(a) identify the characteristics of effective speaking and listening;

(b) reflect on one's effectiveness as a speaker and as a listener, and set personal goals; and

(c) show respect for the feelings and values of others when speaking and listening.

10.54.3642 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for speaking and listening content standard 4 for a student at the end of grade 8 is the ability to:

(a) analyze and apply the characteristics of effective speaking and evaluative listening;

(b) use feedback to evaluate one's own effectiveness as a speaker and as a listener, and set personal goals; and

(c) explain the importance of speaking and listening in our democratic society within a culturally diverse world.

10.54.3643 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for speaking and listening content standard 4 for a student upon graduation is the ability to:

(a) analyze the characteristics and evaluate the impact of informative, persuasive, and artistic presentations of self, peers, public figures, and the media;

(b) use feedback to evaluate one's own effectiveness as a speaker and as a listener, and set personal goals; and

(c) analyze the legal and ethical issues associated with responsible communication.

10.54.3644 through 10.54.3686 reserved

10.54.3687 ADVANCED SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the advanced level in speaking and listening demonstrates superior performance. He/she:

(a) displays extensive understanding of the importance of one's roles and responsibilities when speaking and listening in daily life;

(b) effectively uses appropriate speaking and listening behaviors in the classroom during oral readings, directions, and sharing personal experiences;

(c) applies a range of speaking skills and strategies (e.g., clear focus, organization, delivery);

(d) fluently applies a range of skills and strategies (e.g., questioning, restating, distinguishing types of information, drawing connections to oneself);

(e) effectively examines the characteristics of enjoyable listening experiences;

(f) consistently identifies characteristics of effective speaking and listening and appropriately modifies own behavior; and

(g) shows respect for the feelings and values of others when speaking and listening.

10.54.3688 PROFICIENT SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the proficient level in speaking and listening demonstrates solid academic performance. He/she:

(a) recognizes the importance of one's roles and responsibilities when speaking and listening in daily life;

(b) uses appropriate speaking and listening behaviors in the classroom during oral readings, directions, and sharing personal experiences;

(c) applies a range of speaking skills and strategies (e.g., clear focus, organization, delivery);

(d) applies a range of speaking skills and strategies (e.g., questioning, restating, distinguishing types of information, drawing connections to oneself);

(e) examines the characteristics of enjoyable listening experiences;

(f) identifies characteristics of effective speaking and listening and appropriately modifies own communication behavior; and

(g) shows respect for the feelings and values of others when speaking and listening.

10.54.3689 NEARING PROFICIENCY SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the nearing proficiency level in speaking and listening demonstrates partial mastery of prerequisite skills and knowledge fundamental for proficient speaking and listening. He/she:

(a) sometimes recognizes the importance of one's roles and responsibilities when speaking and listening in daily life;

(b) sometimes uses appropriate speaking and listening behaviors in the classroom during oral readings, directions, and sharing personal experiences;

(c) applies a limited range of speaking skills and strategies, but is not always focused, organized, or clear in delivery;

(d) applies a limited range of listening skills and strategies, but is not always effective in questioning, restating, distinguishing types of information, or drawing connections to one's experiences;

(e) enjoys some listening and is beginning to identify the characteristics of enjoyable listening experiences;

(f) begins to identify the characteristics of effective speaking and listening, but infrequently modifies communication behavior; and

(g) shows some respect for the feelings and values of others when speaking and listening.

10.54.3690 NOVICE SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the novice level in speaking and listening is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in speaking and listening. He/she:

(a) is beginning to recognize the importance of one's roles and responsibilities when speaking and listening in daily life;

(b) seldom uses appropriate speaking and listening behaviors in the classroom during oral readings, directions, and sharing personal experiences;

(c) sometimes applies a limited range of speaking skills and strategies, but is seldom focused, organized, or clear in delivery;

(d) sometimes applies a limited range of listening skills and strategies, but has difficulty questioning, restating, distinguishing types of information, or drawing connections to one's experiences;

(e) enjoys some listening experiences, but has difficulty identifying the characteristics of the presentations;

(f) identifies a limited number of the characteristics of effective speaking and listening, and shows a limited ability to modify communication behavior; and

(g) shows little respect for the feelings and values of others when speaking and listening.

10.54.3691 ADVANCED SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the advanced level of speaking and listening demonstrates superior performance. He/she:

(a) displays extensive understanding of communication as an important process and communicates easily to develop and maintain personal relationships;

(b) effectively chooses appropriate types of speaking and listening for a variety of purposes;

(c) uses a complex range of speaking skills and strategies (e.g., a clear purpose, controlled organization, varied support, appropriate language);

(d) uses a complex range of listening skills and strategies (e.g., inquiry, note taking, summarizing), while distinguishing between information and opinion, and relating messages to one's experiences;

(e) thoughtfully compares and contrasts enjoyable listening experiences;

(f) analyzes communication impacts and effectively modifies speaking and listening behaviors; and

(g) displays extensive understanding of the complexity of communication in our democratic society within a culturally diverse world.

10.54.3692 PROFICIENT SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the proficient level of speaking and listening demonstrates solid academic performance. He/she:

(a) describes speaking and listening as important processes, and uses communication to develop and maintain personal relationships;

(b) recognizes and applies appropriate types of speaking and listening for a variety of purposes;

(c) applies a range of speaking skills and strategies (e.g., a clear purpose, controlled organization, varied support, appropriate language);

(d) applies a range of listening skills and strategies (e.g., inquiry, note taking, summarizing), while distinguishing between information and opinion, and relating messages to one's experiences;

(e) compares and contrasts enjoyable listening experiences;

(f) analyzes communication impacts and selects modifications to speaking and listening behaviors; and

(g) consistently identifies and describes the importance of communication in our democratic society within a culturally diverse world.

10.54.3693 NEARING PROFICIENCY SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the nearing proficiency level in speaking and listening demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficient speaking and listening. He/she:

(a) sometimes recognizes speaking and listening as important processes and uses communication, with assistance, to develop and maintain personal relationships;

(b) sometimes recognizes and applies, with assistance, appropriate types of speaking and listening for a variety of purposes;

(c) sometimes applies a range of speaking skills and strategies (e.g., a clear purpose, controlled organization, varied support, appropriate language);

(d) sometimes applies a range of listening skills and strategies (e.g., inquiry, note taking, summarizing), while distinguishing between information and opinion, and relating messages to one's experiences;

(e) contrasts, but seldom compares enjoyable listening experiences;

(f) sometimes identifies communication impacts, but has difficulty modifying speaking and listening behaviors; and

(g) has limited recognition of the importance of communication in our democratic society within a culturally diverse world.

10.54.3694 NOVICE SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the novice level in speaking and listening is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in speaking and listening. He/she:

(a) seldom recognizes speaking and listening as important processes and has difficulty communicating to develop and maintain personal relationships;

(b) recognizes and applies appropriate types of speaking and listening for limited purposes;

(c) applies a limited range of speaking skills and strategies (e.g., clear purpose, controlled organization, varied support, appropriate language);

(d) applies a limited range of listening skills and strategies (e.g., inquiry, note taking, summarizing), and has difficulty distinguishing between information and opinion, and relating messages to one's experiences;

(e) recognizes the obvious, but incompletely contrasts and seldom compares enjoyable listening experiences;

(f) is beginning to understand communication impacts, and selects limited modifications to speaking and listening behaviors; and

(g) has limited understanding of the importance of communication in our democratic society within a culturally diverse world.

10.54.3695 ADVANCED SPEAKING AND LISTENING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level of speaking and listening demonstrates superior performance. He/she:

(a) displays extensive understanding of speaking and listening as important processes used to create meaning and influence thought and decision-making;

(b) effectively distinguishes and chooses among appropriate types of speaking and listening used by self and others for a variety of audiences, purposes, and situations;

(c) effectively applies speaking skills and strategies, creating a well-organized and thoroughly developed message using appropriate verbal and nonverbal language;

(d) effectively applies a range of listening skills and strategies (e.g., monitoring understanding, recognizing and analyzing logical and emotional appeals, making personal associations with the message);

(e) thoroughly and effectively interprets appreciative listening experiences by analyzing and evaluating characteristics of the presentation;

(f) thoroughly analyzes and evaluates the impact of presentations on self and others, using feedback to adjust speaking and listening behaviors; and

(g) consistently demonstrates sensitivity to the legal and ethical issues associated with communication.

10.54.3696 PROFICIENT SPEAKING AND LISTENING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient speaking and listening level demonstrates solid academic performance. He/she:

(a) displays understanding of speaking and listening as important processes that create meaning and influence thought and decision-making;

(b) makes reasonable distinctions and chooses among appropriate types of speaking and listening used by self and others for a variety of audiences, purposes, and situations;

(c) applies a range of speaking skills and strategies, creating an organized and completely developed message using appropriate verbal and nonverbal language;

(d) applies a range of listening skills and strategies (e.g., monitoring understanding, recognizing and analyzing logical and emotional appeals, making personal associations with the message);

(e) often interprets appreciative listening experiences by analyzing and evaluating characteristics of the presentation;

(f) almost always identifies, analyzes, and evaluates the impact of presentations on self and others, using feedback to adjust speaking and listening behaviors; and

(g) consistently demonstrates sensitivity to the legal and ethical issues associated with communication.

10.54.3697 NEARING PROFICIENCY SPEAKING AND LISTENING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency level in speaking and listening demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient speaking and listening. He/she:

(a) often recognizes speaking and listening as important processes that create meaning and influence thought and decision-making;

(b) sometimes distinguishes among appropriate types of speaking and listening used by self and others, but needs assistance to choose appropriate type for audiences, purposes, and situations;

(c) sometimes applies a range of speaking skills and strategies, and creates, with assistance, an organized message using appropriate verbal and nonverbal language;

(d) sometimes applies a range of listening skills and strategies (e.g., monitoring understanding, recognizing and analyzing logical and emotional appeals, making personal associations with the message);

(e) describes appreciative listening experiences with minimal analysis and evaluation of the presentation;

(f) sometimes identifies and analyzes the impact of presentations on self and others, but needs assistance to use feedback to adjust speaking and listening behaviors; and

(g) demonstrates limited sensitivity to the legal and ethical issues associated with communication.

10.54.3698 NOVICE SPEAKING AND LISTENING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level in speaking and listening is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in speaking and listening. He/she:

(a) sometimes recognizes speaking and listening as important processes that create meaning and influence thought and decision-making;

(b) seldom distinguishes among appropriate types of speaking and listening for a limited range of audiences, purposes, and situations;

(c) applies a limited range of speaking skills and strategies, but has difficulty, even with assistance, creating an organized message using appropriate verbal and nonverbal language;

(d) applies a limited range of listening skills and strategies (e.g., monitoring understanding, recognizing and analyzing logical and emotional appeals, making personal associations with the message);

(e) begins to describe appreciative listening experiences by analyzing, with assistance, the presentation;

(f) identifies and analyzes, with assistance, the impact of presentations on self and others, but seldom uses feedback to adjust speaking and listening behaviors; and

(g) begins to demonstrate some sensitivity to the legal and ethical issues associated with communication.

Sub-Chapter 37 Reserved

Media Literacy Content and Performance Standards

We have long understood the importance of literacy to becoming productive citizens in a democratic society. In our world of powerful images, sounds and words, students must be media literate. Studies show that students view an average of 3,000 or more hours of television prior to graduation from high school than they spend in class. Media literacy is the tool students need to access, analyze, evaluate and produce communication in a variety of forms. Students need to understand the ways words, images and sounds influence the way meanings are created and shared in our contemporary global society.

10.54.3801 through 10.54.3809 reserved

10.54.3810 MEDIA LITERACY CONTENT STANDARD 1 (1) To satisfy the requirements of media literacy content standard 1, a student must recognize that media messages are constructed using specific techniques which manipulate sound, image, text, and movement to convey meaning.

10.54.3811 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for media literacy content standard 1 for a student at the end of grade 4 is the ability to recognize that media messages are constructed for specific purposes (e.g., entertain, persuade, inform).

10.54.3812 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for media literacy content standard 1 for a student at the end of grade 8 is the ability to analyze how media content is influenced by media form.

10.54.3813 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for media literacy content standard 1 for a student upon graduation is the ability to evaluate and compare how media forms, content, and products are constructed for specific audiences.

10.54.3814 through 10.54.3819 reserved

10.54.3820 MEDIA LITERACY CONTENT STANDARD 2 (1) To satisfy the requirements of media literacy content standard 2, a student must distinguish among and use appropriate types of media for a variety of purposes.

10.54.3821 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for media literacy content standard 2 for a student at the end of grade 4 is the ability to:

(a) recognize and use various media for information, entertainment, and persuasion; and

(b) identify the way media have changed through history.

10.54.3822 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for media literacy content standard 2 for a student at the end of grade 8 is the ability to:

(a) select and apply appropriate media to a task or topic; and

(b) compare the historical and cultural differences in media.

10.54.3823 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for media literacy content standard 2 for a student upon graduation is the ability to:

(a) analyze the appropriateness of various media to specific purposes and audiences and predict outcomes; and

(b) analyze and evaluate the ways in which one form of media influences other forms and responds to the social and political climate of the times.

10.54.3824 through 10.54.3829 reserved

10.54.3830 MEDIA LITERACY CONTENT STANDARD 3 (1) To satisfy the requirements of media literacy content standard 3, a student must apply knowledge, skills, and strategies to design and create media messages.

10.54.3831 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for media literacy content standard 3 for a student at the end of grade 4 is the ability to:

(a) create age appropriate media messages (e.g., skits, videos, advertisements); and

(b) identify strengths and weaknesses of personal media messages.

10.54.3832 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for media literacy content standard 3 for a student at the end of grade 8 is the ability to:

(a) design or create media messages that integrate images, music, sound effects, graphics, etc.; and

(b) analyze and evaluate strengths and weaknesses of personal media messages.

10.54.3833 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for media literacy content standard 3 for a student upon graduation is the ability to:

(a) design, create, and display media messages in a variety of forms, targeting different audiences and purposes; and

(b) evaluate the technical and aesthetic appeal of personal media messages, modifying the message appropriately.

10.54.3834 through 10.54.3839 reserved

10.54.3840 MEDIA LITERACY CONTENT STANDARD 4 (1) To satisfy the requirements of media literacy content standard 4, a student must identify, analyze, and evaluate the impacts of media on individuals and societies.

10.54.3841 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for media literacy content standard 4 for a student at the end of grade 4 is the ability to:

(a) recognize that rules and laws exist to govern the use of all media and respond appropriately;

(b) identify fact, fiction, and opinion in various media messages; and

(c) recognize that all media influence individuals and society.

10.54.3842 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for media literacy content standard 4 for a student at the end of grade 8 is the ability to:

(a) analyze the individual and social consequences of unethical use of media;

(b) analyze point of view and embedded values in media messages; and

(c) illustrate how media influence the way meanings and perception of reality are created and shared.

10.54.3843 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for media literacy content standard 4 for a student upon graduation is the ability to:

(a) assume personal accountability for responsible media use (e.g., adherence to copyright laws, proper attention to citations);

(b) evaluate the origin, authority, accuracy, bias and distortion of information, and ideas in media; and

(c) analyze media's influence on governmental, social, and cultural norms and the impact on democratic processes.

10.54.3844 through 10.54.3886 reserved

10.54.3887 ADVANCED MEDIA LITERACY PERFORMANCE STANDARDS FOR THE END OF GRADE 4 (1) A fourth-grade student at the advanced level of media literacy demonstrates superior performance. He/she:

(a) consistently recognizes that media messages are constructed;

(b) effectively creates compelling media messages and completes detailed evaluation of strengths and weaknesses;

(c) displays extensive understanding of the use of media for a variety of purposes and the ways media have changed; and

(d) identifies and clearly describes media's influences and rules, and easily distinguishes among fact, fiction, and opinion.

10.54.3888 PROFICIENT MEDIA LITERACY PERFORMANCE STANDARDS FOR THE END OF GRADE 4 (1) A fourth-grade student at the proficient level of media literacy demonstrates solid academic performance. He/she:

(a) recognizes that media messages are constructed;

(b) creates appropriate media messages and evaluates them for strengths and weaknesses;

(c) consistently recognizes and uses media for a variety of purposes and identifies the ways media have changed; and

(d) identifies media's influence and rules, and distinguishes among fact, fiction, and opinion.

10.54.3889 NEARING PROFICIENCY MEDIA LITERACY PERFORMANCE STANDARDS FOR THE END OF GRADE 4 (1) A fourth-grade student at the nearing proficiency level of media literacy demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in media literacy. He/she:

(a) often recognizes that media messages are constructed;

(b) creates, with assistance, appropriate media messages, and identifies some strengths and weaknesses;

(c) sometimes recognizes and uses media for a variety of purposes, and identifies some ways media have changed; and

(d) recognizes media's influence and rules and, with assistance, distinguishes among fact, fiction, and opinion at a limited level.

10.54.3890 NOVICE MEDIA LITERACY PERFORMANCE STANDARDS FOR THE END OF GRADE 4 (1) A fourth-grade student at the novice level of media literacy is beginning to attain the prerequisite knowledge and skills fundamental at each benchmark in media literacy. He/she:

(a) recognizes, with assistance, that media messages are constructed;

(b) has difficulty constructing appropriate media messages and rarely identifies strengths and weaknesses;

(c) recognizes, but seldom uses media for a variety of purposes and has difficulty identifying the ways media have changed; and

(d) incompletely recognizes media's influence and rules, and seldom distinguishes among fact, fiction, and opinion.

10.54.3891 ADVANCED MEDIA LITERACY PERFORMANCE STANDARDS FOR THE END OF GRADE 8 (1) An eighth-grade student at the advanced level of media literacy demonstrates superior performance. He/she:

(a) independently and effectively analyzes how media content is influenced by media form;

(b) flexibly applies appropriate skills and strategies to effectively produce, analyze, and evaluate well-developed media messages;

(c) displays extensive understanding of the historical and cultural differences in media and consistently selects appropriate media for a task or topic; and

(d) displays a highly developed understanding of the points of view, consequences, and influences of media.

10.54.3892 PROFICIENT MEDIA LITERACY PERFORMANCE STANDARDS FOR THE END OF GRADE 8 (1) An eighth-grade student at the proficient level of media literacy demonstrates solid academic performance. He/she:

(a) analyzes how media content is influenced by media form;

(b) applies appropriate skills and strategies to effectively produce, analyze, and evaluate media messages;

(c) compares historical and cultural differences in media and selects appropriate media for a task or topic; and

(d) displays a complete understanding of the points of view, consequences, and influences of media.

10.54.3893 NEARING PROFICIENCY MEDIA LITERACY PERFORMANCE STANDARDS FOR THE END OF GRADE 8 (1) An eighth-grade student at the nearing proficiency level of media literacy demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in media literacy. He/she:

(a) recognizes, but incompletely analyzes how media content is influenced by media form;

(b) sometimes applies appropriate skills and strategies to produce media messages;

(c) describes historical and cultural differences in media, and sometimes selects appropriate media for a task or topic; and

(d) shows a limited understanding of the points of view, consequences, and influences of media.

10.54.3894 NOVICE MEDIA LITERACY PERFORMANCE STANDARDS FOR THE END OF GRADE 8 (1) An eighth-grade student at the novice level of media literacy is beginning to attain the prerequisite knowledge and skills fundamental at each benchmark in media literacy. He/she:

(a) recognizes how media content is influenced by media form;

(b) applies, with assistance, a limited range of skills and strategies to produce media messages;

(c) describes, with assistance, historical and cultural differences in media but has difficulty selecting appropriate media for a task or topic; and

(d) lacks coherent understanding of the points of view, consequences, and influences of media.

10.54.3895 ADVANCED MEDIA LITERACY PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level of media literacy demonstrates superior performance. He/she:

(a) thoroughly and independently evaluates and compares how different media messages are constructed;

(b) displays originality and ease in creating, critically evaluating, and eagerly modifying the technical and aesthetic aspects of media messages for different audiences and purposes;

(c) analyzes and evaluates the appropriateness and influences of media at a complex level; and

(d) is consistently accountable in the ethical use of media, and thoroughly and thoughtfully analyzes and evaluates media's content, influences, and impact.

10.54.3896 PROFICIENT MEDIA LITERACY PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient level of media literacy demonstrates solid academic performance. He/she:

(a) evaluates and compares how different media messages are constructed;

(b) creates, evaluates, and modifies the technical and aesthetic aspects of media messages for different audiences and purposes;

(c) effectively analyzes and evaluates the appropriateness and influences of various media; and

(d) is accountable in the ethical use of media, and erratically compares and evaluates media's content, influences, and impact.

10.54.3897 NEARING PROFICIENCY MEDIA LITERACY PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency level of media literacy demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in media literacy. He/she:

(a) sometimes evaluates and compares how different media messages are constructed;

(b) creates, but seldom evaluates or modifies the technical and aesthetic aspects of media messages for different audiences and purposes;

(c) incompletely analyzes and evaluates the appropriateness and influences of various media; and

(d) is sometimes accountable in the ethical use of media, and sometimes evaluates media's content, influences, and impact.

10.54.3898 NOVICE MEDIA LITERACY PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level of media literacy is beginning to attain the prerequisite knowledge and skills fundamental at each benchmark in media literacy. He/she:

(a) shows limited ability to compare how different media messages are constructed;

(b) sometimes constructs, but rarely evaluates or modifies the technical and aesthetic aspects of media messages for different audiences and purposes;

(c) is beginning to analyze and evaluate the appropriateness and influences of media; and

(d) is inconsistently accountable in the ethical use of media, and seldom evaluates media's content, influences, and impact.

Sub-Chapter 39 Reserved

Mathematics Content and Performance Standards

Mathematics is intended to give students an ability to solve problems, to communicate their ideas and strategies, and to apply their skills in other disciplines. Students are expected to understand and investigate mathematical concepts, to use mathematics in real-world situations, and to select and use appropriate technology to model and study mathematical processes.

Students will use mathematical methods to learn about six strands: Quantity (number), Algebraic Representation, Shape (geometry), Measurement, Chance and the Use of Data, and Mathematical Patterns. In every strand, it is important for all students to have a conceptual framework, a knowledge of procedures, a sense of reasonable results, and a confidence to apply their skills.

10.54.4001 through 10.54.4009 reserved

10.54.4010 MATHEMATICS CONTENT STANDARD 1 (1) To satisfy the requirements of mathematics content standard 1, a student must be able to demonstrate that he/she engages in the mathematical processes of problem solving and reasoning, estimation, communication, connections and applications, and uses appropriate technology.

10.54.4011 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 1 FOR THE END OF GRADE 4 (1) The benchmark for mathematics content standard 1 for a student at the end of grade 4 is the ability to:

(a) solve problems from many contexts using a variety of strategies (e.g., estimate, make a table, look for a pattern, simplify the problem) and explain the methods for solving these problems;

(b) apply estimation strategies throughout the problem-solving process;

(c) communicate mathematical ideas in a variety of ways (e.g., written, verbal, concrete, pictorial, graphical, algebraic);

(d) recognize and investigate the relevance and usefulness of mathematics through applications, both in and out of school; and

(e) select and use appropriate technology to enhance mathematical understanding. Appropriate technology may include, but is not limited to, paper and pencil, calculator, and computer.

10.54.4012 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 1 FOR THE END OF GRADE 8 (1) The benchmark for mathematics content standard 1 for a student at the end of grade 8 is the ability to:

(a) formulate and solve multi-step and nonroutine problems using a variety of strategies and generalize methods to new problem situations;

(b) select and apply appropriate estimation strategies throughout the problem-solving process;

(c) interpret and communicate mathematical ideas and logical arguments using correct mathematical terms and notations;

(d) recognize and investigate the relevance and usefulness of mathematics through applications, both in and out of school; and

(e) select and use appropriate technology to enhance mathematical understanding. Appropriate technology may include, but is not limited to, paper and pencil, calculator, computer, and data collection devices.

10.54.4013 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for mathematics content standard 1 for a student upon graduation is the ability to:

(a) recognize and formulate problems from situations within and outside mathematics and apply solution strategies to those problems;

(b) select, apply, and evaluate appropriate estimation strategies throughout the problem-solving process;

(c) formulate definitions, make and justify inferences, express generalizations, and communicate mathematical ideas and relationships;

(d) apply and translate among different representations of the same problem situation or of the same mathematical concept;

(e) model connections between problem situations that arise in disciplines other than mathematics; and

(f) select and use appropriate technology to enhance mathematical understanding. Appropriate technology may include, but is not limited to, paper and pencil, calculator, computer, and data collection devices.

10.54.4014 through 10.54.4019 reserved

10.54.4020 MATHEMATICS CONTENT STANDARD 2 (1) To satisfy the requirements of mathematics content standard 2, a student must be able to demonstrate that he/she has an understanding of and an ability to use numbers and operations.

10.54.4021 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for mathematics content standard 2 for a student at the end of grade 4 is the ability to:

(a) exhibit connections between the concrete and symbolic representation of a problem or concept;

(b) use the number system by counting, grouping, and applying place value concepts;

(c) model, explain, and use basic facts, the operations of addition and subtraction of whole numbers, and mental mathematics;

(d) model and explain multiplication and division of whole numbers; and

(e) model and explain part/whole relationships in everyday situations.

10.54.4022 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for mathematics content standard 2 for a student at the end of grade 8 is the ability to:

(a) use the four basic operations with whole numbers, fractions, decimals, and integers;

(b) use mental mathematics and number sense in using order of operations and order relations for whole numbers, fractions, decimals, and integers;

(c) use the relationships and applications of ratio, proportion, percent, and scientific notation; and

(d) develop and apply number theory concepts (e.g., primes, factors, multiples) in real-world and mathematical problem situations.

10.54.4023 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for mathematics content standard 2 for a student upon graduation is the ability to:

(a) use and understand the real number system, its operations, notations, and the various subsystems; and

(b) use definitions and basic operations of the complex number system.

10.54.4024 through 10.54.4029 reserved

10.54.4030 MATHEMATICS CONTENT STANDARD 3 (1) To satisfy the requirements of mathematics content standard 3, a student must be able to demonstrate that he/she uses algebraic concepts, processes, and language to model and solve a variety of real-world and mathematical problems.

10.54.4031 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for mathematics content standard 3 for a student at the end of grade 4 is the ability to:

(a) use symbols (e.g., boxes or letters) to represent numbers in simple situations;

(b) explore the use of variables and open sentences to express relationships (e.g., missing addend); and

(c) use inverse operations and other strategies to solve number sentences.

10.54.4032 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for mathematics content standard 3 for a student at the end of grade 8 is the ability to:

(a) understand the concepts of variable, expression, and equation;

(b) represent situations and number patterns using tables, graphs, verbal rules, equations, and models;

(c) recognize and use the general properties of operations (e.g., the distributive property);

(d) solve linear equations using concrete, numerical, and algebraic methods; and

(e) investigate inequalities and nonlinear relationships informally.

10.54.4033 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for mathematics content standard 3 for a student upon graduation is the ability to:

(a) use algebra to represent patterns of change;

(b) use basic operations with algebraic expressions;

(c) solve algebraic equations and inequalities: linear, quadratic, exponential, logarithmic, and power;
(d) solve systems of algebraic equations and inequalities, including use of matrices; and
(e) use algebraic models to solve mathematical and real-world problems.

10.54.4034 through 10.54.4039 reserved

10.54.4040 MATHEMATICS CONTENT STANDARD 4 (1) To satisfy the requirements of mathematics content standard 4, a student must be able to demonstrate that he/she has an understanding of shape and an ability to use geometry.

10.54.4041 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for mathematics content standard 4 for a student at the end of grade 4 is the ability to:
(a) describe, model, and classify two and three-dimensional shapes;
(b) investigate and predict results of combining, subdividing, and changing shapes; and
(c) identify lines of symmetry, congruent and similar shapes, and positional relationships.

10.54.4042 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for mathematics content standard 4 for a student at the end of grade 8 is the ability to:
(a) identify, describe, construct, and compare plane and solid geometric figures;
(b) understand and apply geometric properties and relationships (e.g., the Pythagorean theorem);
(c) represent geometric figures on a coordinate grid;
(d) explore properties and transformations of geometric figures; and
(e) use geometry as a means of describing the physical world.

10.54.4043 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for mathematics content standard 4 for a student upon graduation is the ability to:
(a) construct, interpret, and draw three-dimensional objects;
(b) classify figures in terms of congruence and similarity and apply these relationships;
(c) translate between synthetic and coordinate representations;
(d) deduce properties of figures using transformations, coordinates, and vectors in problem solving; and
(e) apply trigonometric ratios (sine, cosine, and tangent) to problem situations involving triangles.

10.54.4044 through 10.54.4049 reserved

10.54.4050 MATHEMATICS CONTENT STANDARD 5 (1) To satisfy the requirements of mathematics content standard 5, a student must be able to demonstrate that he/she has an understanding of measurable attributes and an ability to use measurement processes.

10.54.4051 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 5 FOR END OF GRADE 4 (1) The benchmark for mathematics content standard 5 for a student at the end of grade 4 is the ability to:
(a) estimate, measure, and investigate length, capacity, weight, mass, area, volume, time, and temperature;
(b) develop the process of measuring and concepts related to units of measurement, including standard units (English and metric) and nonstandard units;
(c) apply measurement skills to everyday situations; and
(d) select and use appropriate tools and techniques.

10.54.4052 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The benchmark for mathematics content standard 5 for a student at the end of grade 8 is the ability to:
(a) estimate, make, and use measurements to describe, compare, and/or contrast objects in real-world situations;
(b) select and use appropriate units and tools to measure to a level of accuracy required in a particular setting;
(c) apply the concepts of perimeter, area, volume and capacity, weight and mass, angle measure, time, and temperature;
(d) demonstrate understanding of the structure and use of systems of measurement, including English and metric;
(e) use the concepts of rates and other derived and indirect measurements; and
(f) demonstrate relationships between formulas and procedures for determining area and volume.

10.54.4053 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 5 UPON GRADUATION (1) The benchmark for mathematics content standard 5 for a student upon graduation is the ability to:

(a) apply concepts of indirect measurements (e.g., using similar triangles to calculate a distance);

(b) use dimensional analysis to check reasonableness of procedures;

(c) investigate systems of derived measures (e.g., km/sec, g/cm3); and

(d) apply the appropriate concepts of estimates in measurement, error in measurement, tolerance, and precision.

10.54.4054 through 10.54.4059 reserved

10.54.4060 MATHEMATICS CONTENT STANDARD 6 (1) To satisfy the requirements of mathematics content standard 6, a student must be able to demonstrate that he/she has an understanding of and an ability to use data analysis, probability, and statistics.

10.54.4061 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 6 FOR END OF GRADE 4 (1) The benchmark for mathematics content standard 6 for a student at the end of grade 4 is the ability to:

(a) collect, organize, and display data;

(b) construct, read, and interpret displays of data, including graphs;

(c) formulate and solve problems that involve collecting and analyzing data; and

(d) demonstrate basic concepts of chance (e.g., equally likely events, simple probabilities).

10.54.4062 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 6 FOR END OF GRADE 8 (1) The benchmark for mathematics content standard 6 for a student at the end of grade 8 is the ability to:

(a) systematically collect, organize, and describe data;

(b) construct, read, and interpret tables, charts, and graphs;

(c) draw inferences, construct and evaluate arguments based on data analysis and measures of central tendency;

(d) construct sample spaces and determine the theoretical and experimental probabilities of events; and

(e) make predictions based on experimental results or probabilities.

10.54.4063 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 6 UPON GRADUATION (1) The benchmark for mathematics content standard 6 for a student upon graduation is the ability to:

(a) use curve fitting to make predictions from data;

(b) apply measures of central tendency and demonstrate understanding of the concepts of variability and correlation;

(c) select an appropriate sampling method for a given statistical analysis;

(d) use experimental probability, theoretical probability, and simulation methods to represent and solve problems, including expected values;

(e) design a statistical experiment to study a problem and communicate the outcomes; and

(f) describe, in general terms, the normal curve and use its properties to answer questions about sets of data that are assumed to be normally distributed.

10.54.4064 through 10.54.4069 reserved

10.54.4070 MATHEMATICS CONTENT STANDARD 7 (1) To satisfy the requirements of mathematics content standard 7, a student must be able to demonstrate that he/she has an understanding of and an ability to use patterns, relations, and functions.

10.54.4071 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 7 FOR END OF GRADE 4 (1) The benchmark for mathematics content standard 7 for a student at the end of grade 4 is the ability to:

(a) recognize, describe, extend, and create a variety of patterns; and

(b) represent and describe mathematical and real-world relationships.

10.54.4072 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 7 FOR END OF GRADE 8 (1) The benchmark for mathematics content standard 7 for a student at the end of grade 8 is the ability to:

(a) describe, extend, analyze, and create a variety of patterns and functions;

(b) describe and represent relationships with tables, graphs, and rules;

(c) analyze functional relationships to explain how a change in one quantity results in a change in another;
(d) use patterns and functions to represent and solve problems; and
(e) describe functions using graphical, numerical, physical, algebraic, and verbal models or representations.

10.54.4073 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 7 UPON GRADUATION (1) The benchmark for mathematics content standard 7 for a student upon graduation is the ability to:
(a) describe functions and their inverses using graphical, numerical, physical, algebraic, and verbal mathematical models or representations;
(b) analyze the graphs of the families of polynomial, rational, power, exponential, logarithmic, and periodic functions;
(c) analyze the effects of parameter changes on the graphs of functions and relations, including translations;
(d) model real-world phenomena with a variety of functions; and
(e) use graphing for parametric equations, three- dimensional equations, and recursive relations.

10.54.4074 through 10.54.4086 reserved

10.54.4087 ADVANCED MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the advanced level in mathematics demonstrates superior performance. He/she:
(a) demonstrates self-motivation and emerging independence as a learner;
(b) accurately selects and uses problem-solving strategies;
(c) presents well-organized solutions and communicates in ways that exceed requirements;
(d) uses whole numbers accurately and fluently to estimate, compute, and determine whether results are accurate and reasonable;
(e) effectively applies basic algebraic concepts and clearly communicates representations in a variety of ways;
(f) examines relationships of shapes in the physical world and makes generalizations;
(g) selects and accurately uses appropriate tools for measurement;
(h) accurately predicts and makes reasonable decisions based on data; and
(i) articulately and fluently communicates representations, analyzes patterns, and clearly describes relationships, and applies them to varied situations.

10.54.4088 PROFICIENT MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the proficient level in mathematics demonstrates solid academic performance. He/she:
(a) selects and effectively uses appropriate problem-solving strategies;
(b) consistently presents organized solutions;
(c) uses whole numbers to estimate, compute, and determine whether results are accurate;
(d) applies basic algebraic concepts and consistently communicates representations in a variety of ways;
(e) consistently examines and accurately uses relationships of shapes in the physical world;
(f) determines measurable attributes of objects and selects appropriate tools for measurement;
(g) consistently predicts and makes reasonable decisions based on data; and
(h) consistently uses a variety of patterns and describes their relationships.

10.54.4089 NEARING PROFICIENCY MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the nearing proficiency level in mathematics demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficient-level mathematics. He/she:
(a) sometimes selects and uses appropriate problem-solving strategies;
(b) sometimes presents organized solutions, but often with limited supporting information;
(c) uses whole numbers to estimate and compute, and results are usually reasonable;
(d) sometimes applies basic algebraic concepts, but seldom communicates representations;
(e) examines some shapes in the physical world, and sometimes sees relationships;
(f) determines measurable attributes of objects, but does not always select appropriate tools for measurement;
(g) often makes inconsistent predictions and inaccurate decisions based on data; and
(h) uses a limited range of patterns, and sometimes describes relationships within those patterns.

10.54.4090 NOVICE MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the novice level in mathematics is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in mathematics. He/she:

(a) selects and uses only a few problem-solving strategies;
(b) often presents poorly organized solutions, often without supporting information or explanation;
(c) lacks clarity and coherence when communicating mathematical concepts;
(d) uses whole numbers to estimate and compute, but is frequently inaccurate;
(e) sometimes determines whether results are reasonable;
(f) demonstrates a basic algebraic understanding of concrete and symbolic representations, but often misconceptions are present;
(g) describes, models, and classifies some shapes;
(h) determines some measurable attributes of objects, but often does not select appropriate tools for measurement;
(i) sometimes predicts, but often makes inaccurate decisions based on data; and
(j) recognizes and represents a limited range of patterns and describes relationships within those patterns, but is frequently inaccurate.

10.54.4091 ADVANCED MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the advanced level in mathematics demonstrates superior performance. He/she:
(a) demonstrates self-motivation and independence as a learner;
(b) is accurate and fluent when applying mathematical processes;
(c) effectively uses multiple strategies and extends concepts to new situations;
(d) explores hypothetical questions and articulates valid arguments;
(e) applies and extends rational numbers, proportionality, and algebraic concepts to solve real and theoretical problems;
(f) applies complex measurement and geometric relationships to hypothetical situations;
(g) consistently makes accurate predictions and decisions based on basic probability and statistics; and
(h) recognizes interconnections within and outside mathematics.

10.54.4092 PROFICIENT MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the proficient level in mathematics demonstrates solid academic performance. He/she:
(a) effectively applies mathematical processes correctly
to solve a variety of problems;
(b) applies mathematics in a variety of contexts;
(c) uses rational numbers, proportionality, and algebraic concepts to represent and accurately solve mathematical problems;
(d) consistently and accurately uses complex measurement, geometric relationships, and properties to describe the physical world;
(e) formulates logical arguments using appropriate mathematical ideas; and
(f) consistently makes reasonable predictions and decisions based on basic probability and statistics.

10.54.4093 NEARING PROFICIENCY MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the nearing proficiency level in mathematics demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficient-level mathematics. He/she:
(a) often uses incomplete and incorrect mathematical processes to solve problems, often inaccurately;
(b) communicates mathematical ideas, but often inaccurately;
(c) makes connections, but does not generalize and often his/her arguments lack appropriate supporting mathematical ideas;
(d) sometimes understands and correctly uses numbers, operations, patterns, relations, and functions;
(e) sometimes uses inaccurate or incomplete representations of rational numbers, proportionality, and algebraic concepts to solve mathematical problems;
(f) sometimes has difficulty recognizing complex measurement and geometric relationships and properties which result in inaccurate solutions; and
(g) makes simple predictions and decisions based on basic probability and statistics.

10.54.4094 NOVICE MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the novice level in mathematics is beginning to attain the prerequisite knowledge and skills that are fundamental to each benchmark in mathematics. He/she:
(a) demonstrates limited and incomplete use of mathematical processes;
(b) communicates mathematical ideas, but they are often limited and incomplete;

(c) sometimes uses numbers, operations, patterns, relations, and functions accurately;
(d) makes only immediate, concrete, mathematical connections;
(e) seldom uses algebraic concepts to solve problems; and
(f) makes simple and inconsistent predictions and decisions, often inaccurately, based on data, and seldom recognizes complex measurement, geometric relationships, or properties.

10.54.4095 ADVANCED MATHEMATICS PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level in mathematics demonstrates superior performance. He/she:
(a) is self-motivated, an independent learner, and extends and connects ideas;
(b) is accurate, articulate, and effective when applying mathematical processes;
(c) effectively uses multiple strategies, extends concepts to new situations, and skillfully communicates the results;
(d) explores hypothetical questions, uses complex reasoning to articulate valid arguments, and constructs proofs;
(e) uses appropriate technology to apply functions, graphs, and algebraic concepts to solve real and theoretical problems;
(f) applies complex measurement and geometric and algebraic relationships to model a variety of problems and situations;
(g) consistently makes accurate and reasonable predictions and decisions based on data, probability, and statistics; and
(h) recognizes interconnections within and outside mathematics.

10.54.4096 PROFICIENT MATHEMATICS PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient level in mathematics demonstrates solid academic performance. He/she:
(a) consistently applies mathematical processes correctly to solve a variety of problems and communicate the results;
(b) applies mathematics in a variety of contexts;
(c) consistently uses appropriate technology to apply functions, graphs, and algebraic concepts to solve real and theoretical problems;
(d) uses complex reasoning to formulate logical arguments and proofs using appropriate mathematical ideas;
(e) consistently applies complex measurement and geometric and algebraic relationships to model a variety of problems and situations;
(f) makes reasonable predictions and decisions based on data, probability, and statistics; and
(g) recognizes interconnections within and outside mathematics.

10.54.4097 NEARING PROFICIENCY MATHEMATICS PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency level in mathematics demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficient-level mathematics. He/she:
(a) applies incomplete and incorrect mathematical processes to solve problems, often inaccurately;
(b) communicates mathematical ideas and sometimes extends them, but often inaccurately;
(c) sometimes understands and uses appropriate technology to apply functions, graphs, and algebraic concepts to solve real and theoretical problems;
(d) sometimes demonstrates difficulty recognizing complex measurement and geometric and algebraic relationships which result in inaccuracies;
(e) sometimes makes predictions and decisions based on data, probability, and statistics, often inaccurately; and
(f) makes connections, but does not generalize or prove them and often his/her arguments lack appropriate supporting mathematical ideas and careful reasoning.

10.54.4098 NOVICE MATHEMATICS PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level in mathematics is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in mathematics. He/she:
(a) demonstrates limited and incomplete use of mathematical processes and problem-solving strategies;
(b) often uses limited and incomplete reasoning to formulate logical arguments and communicate mathematical ideas;
(c) makes only concrete, mathematical connections;

(d) seldom uses appropriate technology to apply functions, graphs, and algebraic concepts to solve problems;
(e) recognizes, on a limited basis, complex measurement, geometric relationships, and properties; and
(f) makes some predictions and decisions, on a limited basis, based on data, but seldom recognizes statistical or probability concepts.

Sub-Chapters 41 through 49 Reserved

Science Content and Performance Standards

Science is an inquiry process used to investigate natural phenomena, resulting in the formation of theories verified by directed observations. These theories are challengeable and changeable. Data used to support or contradict them must be reproducible.

Although science as a body of knowledge is ever changing, the processes of science are constant. In scientific inquiry, a problem is identified, pertinent data is gathered, hypothesis is formulated, experiments are performed, the results are interpreted, and conclusions are drawn.

Science education strengthens students' basic investigative skills and fosters their understanding of and interest in the world. They acquire and apply critical thinking and problem-solving skills and information critical to survival in a technological society.

The unifying concepts and processes of science are a subject of ideas in science and technology. They provide connections between and among traditional scientific disciplines; are fundamental and comprehensive; are understandable and usable by people who will implement science programs; and can be expressed and experienced in a developmentally appropriate manner during K-12 science education. The unifying concepts and processes are: systems, order, and organization, evidence, models and explanation; constancy, change, and measurement; evolution and equilibrium; and form and function that are woven into the Montana Standards for Science.

10.54.5001 through 10.54.5009 reserved

10.54.5010 SCIENCE CONTENT STANDARD 1 (1) To satisfy the requirements of science content standard 1, a student must be able to design, conduct, evaluate, and communicate scientific investigations.

10.54.5011 BENCHMARK FOR SCIENCE CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for science content standard 1 at the end of grade 4 is the ability to:
(a) plan, design, and safely conduct a scientific investigation with identified variables when given a testable question;
(b) select and accurately use appropriate tools to measure standard international or metric units, process, and analyze results of a basic scientific investigation;
(c) represent, communicate, and provide supporting evidence of scientific investigations;
(d) describe relationships among parts of a familiar system (e.g., digestive system, simple machines)and identify and record changes and patterns of changes in the system;
(e) construct models that illustrate simple concepts and compare those models to what they represent; and
(f) communicate results from a controlled experiment that are reproducible.

10.54.5012 BENCHMARK FOR SCIENCE CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for science content standard 1 at the end of grade 8 is the ability to:
(a) identify a question, formulate a hypothesis, control and manipulate variables, devise and safely conduct experiments, predict outcomes, and compare and analyze results;
(b) select and accurately use appropriate equipment and technology to measure standard international or metric units, gather, process, and analyze data from a scientific investigation;
(c) communicate and defend results of investigations, and question results of investigations if different from predicted;
(d) analyze the processes, parts and sub-systems of familiar systems (e.g., electrical circuits, bacteria), and infer cause and effect relationships among components of the system;
(e) create models to illustrate scientific concepts and use the model to predict change (e.g., computer simulation, a stream table, graphic representation); and
(f) distinguish between controlled and uncontrolled experiments by consistency of results.

10.54.5013 BENCHMARK FOR SCIENCE CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for science content standard 1 upon graduation is the ability to:

(a) identify a testable question, formulate a hypothesis based on prior scientific knowledge, identify dependent and independent variables, safely conduct the experiment, and collect and analyze data;

(b) select appropriate means for representing, communicating, and defending results of investigations and scientific and technological arguments using appropriate mathematical analysis and graphical representation;

(c) question conclusions with insufficient supporting evidence, and recognize that the results of a scientific investigation are always open to revision by further experiments;

(d) analyze and apply the concepts of change and equilibrium in a variety of systems (e.g., geochemical systems, global climate);

(e) compare observations of the real world to observations of a constructed model; and

(f) investigate and evaluate science studies and identify strengths and weaknesses in experimental design.

10.54.5014 through 10.54.5019 reserved

10.54.5020 SCIENCE CONTENT STANDARD 2 (1) To satisfy the requirements of science content standard 2, a student must be able to demonstrate knowledge of properties, forms, changes, and interactions of physical and chemical systems.

10.54.5021 BENCHMARK FOR SCIENCE CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for science content standard 2 at the end of grade 4 is the ability to:

(a) examine, describe, compare, and classify tangible objects in terms of common physical properties;

(b) create mixtures and separate them based on different properties (e.g., salt and sand, iron filings and soil, oil and water);

(c) model and explain that matter exists as solids, liquids, and gases and can change from one form to the other;

(d) identify and predict what changes and what remains unchanged when matter experiences an external influence;

(e) identify, build, and describe mechanical systems (e.g., simple and complex machines); and

(f) describe the basic characteristics of light, heat, magnetism, and sound.

10.54.5022 BENCHMARK FOR SCIENCE CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for science content standard 2 at the end of grade 8 is the ability to:

(a) examine, describe, compare, and classify objects and substances based on common physical properties and simple chemical properties;

(b) classify, describe, and model matter in terms of elements, compounds, mixtures, atoms, and molecules;

(c) model and explain that states of matter, solids, liquids, and gases, are dependent upon the quantity of energy present in the system;

(d) identify and predict what will change and what will remain unchanged when matter experiences an external force or energy change;

(e) identify, build, describe, measure, and analyze mechanical systems (e.g., simple and complex machines); and

(f) define energy and compare and contrast the characteristics of light, heat, motion, magnetism, electricity, sound, and mechanical waves.

10.54.5023 BENCHMARK FOR SCIENCE CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for science content standard 2 upon graduation is the ability to:

(a) classify and predict chemical and physical properties of matter (e.g., electrical charge, current, pH);

(b) describe and explain physical interactions of matter using conceptual models (e.g., conservation laws of matter, particle model for gaseous behavior);

(c) identify, measure, calculate, and analyze quantitative and qualitative relationships associated with matter and energy transfer or transformation;

(d) describe and predict chemical reactions and physical interaction of matter using words and symbolic equations;

(e) identify the four fundamental forces (gravity, magnetic, weak nuclear force, and strong nuclear force) of nature and describe the impact of each on matter; and

(f) identify, describe, and explain physical and chemical changes involving the conservation of matter and energy and entropy in a closed system.

10.54.5024 through 10.54.5029 reserved

10.54.5030 SCIENCE CONTENT STANDARD 3 (1) To satisfy the requirements of science content standard 3, a student must be able to demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.

10.54.5031 BENCHMARK FOR SCIENCE CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for science content standard 3 at the end of grade 4 is the ability to:

(a) identify that plants and animals have structures and systems which serve different functions;

(b) identify and describe basic requirements of energy needed and nutritional needs for each human body system;

(c) develop models that trace the life cycles of different plants and animals and discuss how they differ from species to species;

(d) explain cause and effect relationships in living systems and non-living components within ecosystems; and

(e) create and use a classification system to group a variety of plants and animals according to their similarities and differences.

10.54.5032 BENCHMARK FOR SCIENCE CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for science content standard 3 at the end of grade 8 is the ability to:

(a) compare the structure and function of prokaryotic cells (bacteria) and eukaryotic cells (plant, animal, etc.);

(b) explain how organisms and systems of organisms obtain and use energy resources to maintain stable conditions and how they respond to stimuli (e.g., photosynthesis, respiration);

(c) communicate the differences in the reproductive processes of a variety of plants and animals using the principles of genetic modeling (e.g., Punet squares);

(d) investigate and explain the interdependent nature of biological systems in the environment and how they are affected by human interaction; and

(e) use a basic classification scheme to identify local plants and animals.

10.54.5033 BENCHMARK FOR SCIENCE CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for science content standard 3 upon graduation is the ability to:

(a) investigate and use appropriate technology to demonstrate that all cells have common features as well as differences that determine function and that they are composed of common building blocks (e.g., proteins, carbohydrates, nucleic acids, lipids);

(b) describe and explain the complex processes involved in energy use in cell maintenance, growth, repair, and development;

(c) model the structure of DNA, protein synthesis, and the molecular basis of heredity and how it contributes to the diversity of life;

(d) predict and model the interaction of biotic and abiotic factors, which limit populations (natural selection) and contribute to the change of a species over time (evolution); and

(e) apply a biological classification scheme to infer and discuss the degree of species divergence using local ecosystems.

10.54.5034 through 10.54.5039 reserved

10.54.5040 SCIENCE CONTENT STANDARD 4 (1) To satisfy the requirements of science content standard 4, a student must be able to demonstrate knowledge of the composition, structures, processes, and interactions of earth's systems and other objects in space.

10.54.5041 BENCHMARK FOR SCIENCE CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for science content standard 4 at the end of grade 4 is the ability to:

(a) describe and give examples of earth's changing features;

(b) describe the physical properties of earth's basic materials (e.g., soil, rocks, water, gases);

(c) investigate fossils and make inferences about life and the environment long ago;

(d) observe and describe local weather and demonstrate how weather conditions are measured;

(e) identify seasons and explain the difference between weather and climate; and
(f) describe objects in the sky and explain that light and heat come from a star called the sun.

10.54.5042 BENCHMARK FOR SCIENCE CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for science content standard 4 at the end of grade 8 is the ability to:
(a) model and explain the internal structure of the earth and describe the formation and composition of earth's external features in terms of the rock cycle and plate tectonics;
(b) differentiate between rocks and classify rocks by how they are formed;
(c) explain scientific theories about the origin and evolution of the earth by describing how fossils are used as evidence of climatic change over time;
(d) describe the water cycle, the composition and structure of the atmosphere, and the impact of oceans on large scale weather patterns;
(e) describe and model the motion and tilt of earth in relation to the sun, and explain the concept of day, night, seasons, year; and
(f) describe the earth, moon, planets, and other objects in space in terms of size, structure, and movement in relation to the sun.

10.54.5043 BENCHMARK FOR SCIENCE CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for science content standard 4 upon graduation is the ability to:
(a) use the theory of plate tectonics to explain the interrelationship among earthquakes, volcanoes, and sea floor spreading;
(b) identify and classify rocks and minerals based on physical and chemical properties;
(c) relate how evidence from advanced technology applied to scientific investigations (e.g., large telescopes, space-borne observatories) has dramatically impacted our understanding of the origin, size, and evolution of the universe;
(d) collect and analyze local, regional, and global weather-related data in order to make inferences and predictions about weather patterns;
(e) explain the impact of terrestrial, solar, oceanic, and atmospheric conditions on global climatic patterns; and
(f) describe the origin, location, and evolution of stars and their planetary systems related to the solar system, the milky way galaxy, the local galactic group, and the universe.

10.54.5044 through 10.54.5049 reserved

10.54.5050 SCIENCE CONTENT STANDARD 5 (1) To satisfy the requirements of science content standard 5, a student must be able to understand how scientific knowledge and technological developments impact society.

10.54.5051 BENCHMARK FOR SCIENCE CONTENT STANDARD 5 FOR END OF GRADE 4 (1) The benchmark for science content standard 5 at the end of grade 4 is the ability to:
(a) give examples of how people use science and technology;
(b) model scientific collaboration by sharing and communicating ideas and solutions in a variety of cooperative settings;
(c) use current scientific knowledge to make inferences and propose solutions for local environmental problems (e.g., recycling, waste management); and
(d) identify a scientific or technological innovation that benefits the community.

10.54.5052 BENCHMARK FOR SCIENCE CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The benchmark for science content standard 5 at the end of grade 8 is the ability to:
(a) identify the specific fields of scientific endeavor and related occupations within those fields;
(b) model collaborative problem solving and give examples of how scientific knowledge is shared, critiqued, and scrutinized by other scientists and the public;
(c) investigate local problems and/or issues and propose solutions or products that address a need, which considers variables (e.g., environmental risks); and
(d) apply scientific knowledge and process skills to understand issues and everyday events.

10.54.5053 BENCHMARK FOR SCIENCE CONTENT STANDARD 5 UPON GRADUATION (1) The benchmark for science content standard 5 upon graduation is the ability to:

(a) identify and describe key factors (e.g., technology, competitiveness, world events) that affect the development and acceptance of scientific thought;

(b) model the ongoing, collaborative scientific process of gathering and evaluating information (e.g., assess evidence for and against theories, look for patterns, devise and retest different models);

(c) analyze benefits, limitations, costs, consequences, and ethics involved in using scientific and technological innovations to make reasoned decisions; and

(d) give examples of scientific innovation challenging commonly held perceptions.

10.54.5054 through 10.54.5059 reserved

10.54.5060 SCIENCE CONTENT STANDARD 6 (1) To satisfy the requirements of science content standard 6, a student must be able to understand historical developments in science and technology.

10.54.5061 BENCHMARK FOR SCIENCE CONTENT STANDARD 6 FOR END OF GRADE 4 (1) The benchmark for science content standard 6 at the end of grade 4 is the ability to:

(a) give historical examples of scientific and technological contributions to society; and

(b) describe how scientific inquiry has produced much knowledge about the world.

10.54.5062 BENCHMARK FOR SCIENCE CONTENT STANDARD 6 FOR END OF GRADE 8 (1) The benchmark for science content standard 6 at the end of grade 8 is the ability to:

(a) trace developments that demonstrate scientific knowledge is subject to change as new evidence becomes available; and

(b) identify major milestones in science that have impacted science, technology, and society.

10.54.5063 BENCHMARK FOR SCIENCE CONTENT STANDARD 6 UPON GRADUATION (1) The benchmark for science content standard 6 upon graduation is the ability to:

(a) give examples of scientific discoveries and describe the interrelationship between technological advances and scientific understanding; and

(b) analyze and illustrate the historical impact of scientific and technological advances.

10.54.5064 through 10.54.5086 reserved

10.54.5087 ADVANCED SCIENCE PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the advanced level in science demonstrates superior performance. He/she:

(a) conducts simple experiments and identifies the variables;

(b) accurately identifies cause and effect relationships and clearly communicates these observations;

(c) consistently and accurately selects and uses appropriate tools for measurement of tangible objects;

(d) identifies and describes specific properties of each state of matter;

(e) recognizes multiple attributes of living things and tangible objects and classifies objects based on subtle similarities and differences;

(f) describes and models structures, functions, and processes of living systems;

(g) thoroughly describes and creatively models the details of earth's features and cycles;

(h) describes and models characteristics of and changes within physical and mechanical systems;

(i) independently explores scientific exploration in the news and discusses the possible impacts of past, present, and future scientific exploration on humans and other life; and

(j) thoughtfully discusses the historical significance of scientists and the impacts of their discoveries on humans today.

10.54.5088 PROFICIENT SCIENCE PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the proficient level in science demonstrates solid academic performance. He/she:

(a) completes a simple experiment and identifies the manipulated variable, with assistance;

(b) identifies cause and effect relationships and communicates these observations;

(c) accurately selects and uses tools for simple measurement of tangible objects;

(d) identifies and describes properties of each state of matter;

(e) recognizes attributes of living things and tangible objects and accurately classifies objects based on similarities and differences;

(f) describes structures, functions, and processes of living systems;

(g) identifies and accurately illustrates earth's features, locating several observable changes of those features;
(h) describes characteristics of and changes within basic physical and mechanical systems; and
(i) shows interest in scientific exploration in the media and discusses the possible impacts of past, present, and future scientific exploration on humans, identifying the visible impacts of their discoveries on humans today.

10.54.5089 NEARING PROFICIENCY SCIENCE PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the nearing proficiency level in science demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in science. He/she:
(a) completes a simple experiment, with specific direction, and sometimes identifies the manipulated variable;
(b) describes an observable change, but has difficulty identifying cause and effect relationships;
(c) sometimes selects the appropriate tool and, with assistance, effectively uses devices for simple measurement of solids, liquids, and gases, naming properties of each state of matter;
(d) recognizes basic attributes of living things and tangible objects and classifies objects based on two or more common attributes;
(e) sometimes describes structures, functions, and processes of living systems;
(f) names and describes earth's features, and recognizes some observable changes of those features;
(g) names components of basic physical and mechanical systems;
(h) has some interest in scientific exploration in the media; and
(i) has difficulty relating historical significance of scientists and the impacts of their discoveries on humans today.

10.54.5090 NOVICE SCIENCE PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the novice level in science is beginning to attain the prerequisite knowledge and skills that are fundamental in science. He/she:
(a) has difficulty completing a simple experiment and has limited understanding of the concept of variables;
(b) seldom describes an observable change, and rarely identifies cause and effect relationships;
(c) seldom selects the appropriate tool and, even with assistance, has difficulty using devices for simple measurement of solids, liquids, and gases;
(d) has difficulty understanding the states of matter concept;
(e) sometimes recognizes concrete attributes of living things and tangible objects, and groups objects based on two or more common attributes;
(f) gives limited descriptions of the structures, functions, and processes of living systems;
(g) names and, with assistance, describes earth's features and recognizes some observable changes of those features;
(h) sometimes names components of basic physical and mechanical systems;
(i) shows little interest in scientific exploration in the media; and
(j) seldom relates historical significance of scientists and the impacts of their discoveries on humans today.

10.54.5091 ADVANCED SCIENCE PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the advanced level in science demonstrates superior performance. He/she:
(a) independently formulates and communicates testable questions, and constructs a plan for a controlled experiment;
(b) makes accurate inferences based on observations and data and creatively illustrates how scientific knowledge changes as new evidence and understandings are learned;
(c) uses supporting details to thoughtfully and thoroughly explain the physical world;
(d) predicts reasonable outcomes of changes within a closed system and makes logical connections to events in everyday life;
(e) independently and confidently identifies and classifies organisms using common classification schemes;
(f) thoroughly describes the interdependence of life and the environment, and how changes affect this interrelationship;
(g) accurately observes, uses, and interprets physical, theoretical, and mathematical models to effectively demonstrate and communicate knowledge and understanding;
(h) effectively describes and identifies some examples of how science and technology are the results of human activity throughout history; and
(i) independently seeks new information, connects past to present, and is curious about scientific discovery and its significance.

10.54.5092 PROFICIENT SCIENCE PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the proficient level in science demonstrates solid academic performance. He/she:

(a) often formulates and communicates testable questions and follows a plan for a controlled experiment;

(b) makes logical inferences based on observations and accurately interprets data, providing reasonable examples of how scientific knowledge changes as new evidence and understandings are learned;

(c) describes the physical world, with supporting detail, showing an emerging understanding of changes within a closed system;

(d) identifies and classifies organisms, and has a rudimentary understanding of common classification schemes;

(e) recognizes the interdependence of life and the environment and explains how characteristics of living things change because of the environment;

(f) has an emerging understanding of physical, theoretical, and mathematical models;

(g) describes and identifies local examples of how science and technology are the results of human activity throughout history; and

(h) is often curious about new information and connects past to present.

10.54.5093 NEARING PROFICIENCY SCIENCE PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the nearing proficiency level in science demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in science. He/she:

(a) sometimes formulates and communicates testable questions and, with assistance, completes a plan for a controlled experiment;

(b) has difficulty making reasonable inferences, seldom using or interpreting observations or data accurately;

(c) provides concrete examples of how scientific knowledge has changed;

(d) gives concrete explanations to describe the physical world;

(e) shows a limited understanding of changes within a closed system;

(f) often identifies organisms, but is less sure when describing common classification schemes;

(g) provides a limited explanation of the interdependence of life and the environment;

(h) has an emerging understanding of physical models used to illustrate;

(i) describes, with assistance, how science and technology are the results of human activity throughout history; and

(j) is sometimes curious about new information, but seldom seeks it.

10.54.5094 NOVICE SCIENCE PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the novice level in science is beginning to attain the prerequisite knowledge and skills that are fundamental in science. He/she:

(a) seldom formulates or communicates testable questions, and requires direct instruction to complete a plan for a controlled experiment;

(b) has difficulty understanding inferences, observations, and data;

(c) seldom provides examples of how scientific knowledge has changed;

(d) gives concrete explanations of the physical world, but seldom describes changes within a closed system;

(e) identifies organisms, but has difficulty defining common classification schemes;

(f) is unable to explain the interdependence of life and the environment;

(g) sometimes uses models to describe a science concept;

(h) seldom makes the connection that science and technology are the results of human activity throughout history; and

(i) seldom expresses interest in, or seeks out new information.

10.54.5095 ADVANCED SCIENCE PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level in science demonstrates superior performance. He/she:

(a) independently plans, conducts, and interprets experimental investigations and communicates results, articulating and supporting inferences that relate to real world applications in physical, life, and earth sciences;

(b) consistently recognizes the interconnections within and outside science, making thoughtful inferences about explorations and experiments;

(c) effectively uses appropriate technology to investigate individually generated problems and/or questions about scientific phenomena when doing physical, theoretical, and mathematical modeling;

(d) adeptly uses inquiry skills to organize, classify, and clearly and thoroughly describe interactions of the biotic and abiotic components of the natural history of life on earth;

(e) clearly describes and analyzes connections and interactions between and among technology, science, and society, applying scientific inquiry and technology skills to comprehend results obtained;

(f) questions validity of scientific endeavors, past and present; and

(g) makes informed decisions about scientific and social issues based on observations, data, and knowledge of the natural world.

10.54.5096 PROFICIENT SCIENCE PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient level in science demonstrates solid academic performance. He/she:

(a) often plans and conducts experimental investigations and communicates results that infer real world applications in physical, life, and earth sciences;

(b) recognizes interconnections within and outside science, and often makes inferences about explorations and experiments;

(c) often identifies and constructs models depicting the properties of matter in the physical world using appropriate technology, tools, and skills to investigate individually generated problems and/or questions about scientific phenomena;

(d) organizes and classifies living and nonliving things using common classification schemes, and represents, models, and/or discusses the interactions of the biotic and abiotic components of the earth;

(e) describes connections and interactions between and among technology, science, and society, applying scientific inquiry and technology skills to comprehend results obtained;

(f) clearly articulates the importance of science and the historical significance to question the validity of scientific endeavor, past and present; and

(g) often makes informed decisions about scientific and social issues based on observations, data, and knowledge of the natural world.

10.54.5097 NEARING PROFICIENCY SCIENCE PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency level in science demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in science. He/she:

(a) conducts and communicates results from simple experimental investigations, sometimes inferring real world applications;

(b) recognizes interconnections within and outside science and sometimes makes inferences about explorations and experiments;

(c) identifies and, with assistance, constructs models depicting the properties of matter in the physical world;

(d) uses limited skills with technology to investigate teacher-guided problems and/or questions about scientific phenomena;

(e) organizes and sometimes classifies living and nonliving things using common classification schemes;

(f) identifies, with assistance, and models and discusses the interactions of the biotic and abiotic components of the earth;

(g) occasionally identifies some earth system processes (e.g., water cycle, rock cycle, weather, lunar patterns, solar system), but needs guidance to make inferences about the processes of earth systems based upon direct and indirect evidence;

(h) sometimes communicates connections and interactions between and among technology, science, and society;

(i) sometimes defines the importance of science and its historical importance, but is generally accepting of the validity of scientific endeavor; and

(j) sometimes formulates a decision about scientific and social issues based on observations, data, and knowledge of the natural world.

10.54.5098 NOVICE SCIENCE PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level in science is beginning to attain the prerequisite knowledge and skills that are fundamental in science. He/she:

(a) has difficulty conducting and communicating the results from a simple experimental investigation, seldom inferring real world applications;

(b) sometimes recognizes interconnections within and outside science, but struggles to make inferences about explorations and experiments;

(c) makes simple predictions based upon knowledge of matter in the physical world;

(d) selects and uses appropriate technology, with assistance, to investigate teacher-generated problems or questions;

(e) rarely recognizes common classification schemes or relates interactions of the biotic and abiotic components in the environment;

(f) seldom identifies earth processes (e.g., water cycle, rock cycle, weather systems, lunar patterns);

(g) identifies, but inconsistently communicates connections and interactions between and among technology, science, and society;

(h) has difficulty defining the importance of science and its historical significance;

(i) seldom questions the validity of scientific endeavor, past and present; and

(j) seldom makes informed decisions about issues based on observations and knowledge of the natural world.

Sub-Chapters 51 through 59 Reserved

Social Studies Content and Performance Standards

Social studies is an integrated study of the social sciences and humanities designed to foster citizenship in an interdependent world. Social studies provides coordinated, systematic study of such disciplines as economics, history, geography, government, sociology, anthropology, psychology and elements of the humanities. Social studies addresses political, economic, geographic, and social processes that allow students to make informed decisions for personal and public good.

Social studies develops the knowledge, skills, and processes necessary to understand historical and present day connections among diverse individuals and groups. A study of Montana's rich past and geographic diversity includes the distinct cultural heritage and contemporary perspectives of Montana's American Indians and other cultural groups.

10.54.6001 through 10.54.6009 reserved

10.54.6010 SOCIAL STUDIES CONTENT STANDARD 1 (1) To satisfy the requirements of social studies content standard 1, a student must access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

10.54.6011 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for social studies content standard 1 for a student at the end of grade 4 is the ability to:

(a) identify and practice the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process);

(b) evaluate information quality (e.g., accuracy, relevance, fact or fiction); and

(c) use information to support statements and practice basic group decision making strategies in real world situations (e.g., class elections, playground and classroom rules, recycling projects, school stores).

10.54.6012 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for social studies content standard 1 for a student at the end of grade 8 is the ability to:

(a) apply the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process);

(b) assess the quality of information (e.g., primary or secondary sources, point of view and embedded values of the author); and

(c) interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations (e.g., school elections, community projects, conflict resolution, role playing scenarios).

10.54.6013 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for social studies content standard 1 for a student upon graduation is the ability to:

(a) analyze and adapt an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process);

(b) apply criteria to evaluate information (e.g., origin, authority, accuracy, bias, distortion of information and ideas); and

(c) synthesize and apply information to formulate and support reasoned personal convictions within groups and participate in negotiations to arrive at solutions to differences (e.g., elections, judicial proceedings, economic choices, community service projects).

10.54.6014 through 10.54.6019 reserved

10.54.6020 SOCIAL STUDIES CONTENT STANDARD 2 (1) To satisfy the requirements of social studies content standard 2, a student must analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

10.54.6021 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for social studies content standard 2 for a student at the end of grade 4 is the ability to:

(a) explain the purpose and various levels of government;

(b) recognize local, state, tribal, and federal governments and identify representative leaders at these levels (e.g., mayor, governor, chairperson, president);

(c) identify the major responsibilities of local, state, tribal, and federal government;

(d) explain how governments provide for needs and wants of people by establishing order and security and managing conflict;

(e) identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility, respect for diversity, and the rights of others;

(f) describe factors that cause conflict and contribute to cooperation among individuals and groups (e.g., playground issues, misunderstandings, listening skills, taking turns); and

(g) explore the role of technology in communications, transportation, information processing, or other areas as it contributes to or helps resolve problems.

10.54.6022 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for social studies content standard 2 for a student at the end of grade 8 is the ability to:

(a) describe the purpose of government and how the powers of government are acquired, maintained and used;

(b) identify and describe basic features of the political system in the United States and identify representative leaders from various levels (e.g., local, state, tribal, federal, branches of government);

(c) identify the significance of tribal sovereignty and Montana tribal governments' relationships to local, state, and federal governments;

(d) analyze and explain governmental mechanisms used to meet the needs of citizens, manage conflict, and establish order and security;

(e) identify and explain the basic principles of democracy (e.g., Bill of Rights, individual rights, common good, equal opportunity, equal protection of the laws, majority rule);

(f) explain conditions, actions, and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements); and

(g) explain the need for laws and policies governing technology and explore solutions to problems that arise from technological advancements.

10.54.6023 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for social studies content standard 2 for a student upon graduation is the ability to:

(a) analyze the historical and contemporary purpose of government and how the powers of government are acquired, modified, justified, and used (e.g., checks and balances, Bill of Rights, court decisions);

(b) compare and contrast various world political systems (e.g., ideologies, structure, institutions) with that of the United States;

(c) identify representative political leaders and philosophies from selected historical and contemporary settings;

(d) relate the concept of tribal sovereignty to the unique powers of tribal governments as they interact with local, state, and federal governments;

(e) analyze the effectiveness of various systems of government to protect the rights and needs of citizens and balance competing conceptions of a just society;

(f) analyze the impact of the Constitution, laws, and court decisions on the rights and responsibilities of citizens;

(g) analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., current events from newspapers, magazines, television); and

(h) analyze laws and policies governing technology and evaluate the ethical issues and the impacts of technology on society.

10.54.6024 through 10.54.6029 reserved

10.54.6030 SOCIAL STUDIES CONTENT STANDARD 3 (1) To satisfy the requirements of social studies content standard 3, a student must apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, regions).

10.54.6031 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for social studies content standard 3 for a student at the end of grade 4 is the ability to:

(a) identify and use various representations of the earth (e.g., maps, globes, photographs, latitude and longitude, scale);

(b) locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms), natural features (e.g., flora, fauna), and human features (e.g., cities, states, national borders);

(c) describe and illustrate ways in which people interact with their physical environment (e.g., land use, location of communities, methods of construction, design of shelters);

(d) describe how human movement and settlement patterns reflect the wants and needs of diverse cultures;

(e) use appropriate geographic resources (e.g., atlases, databases, charts, grid systems, technology, graphs, maps) to gather information about local communities, reservations, Montana, the United States, and the world;

(f) identify and distinguish between physical system changes (e.g., seasons, climate, weather, water cycle, natural disasters) and describe the social and economic effects of these changes; and

(g) describe and compare the ways in which people in different regions of the world interact with their physical environments.

10.54.6032 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for social studies content standard 3 for a student at the end of grade 8 is the ability to:

(a) analyze and use various representations of the earth (e.g., physical, topographical, and political maps; globes; geographic information systems; aerial photographs; satellite images) to gather and compare information about a place;

(b) locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms), natural features (e.g., flora, fauna), and human features (e.g., cities, states, national borders) and explain their relationships within the ecosystem;

(c) analyze diverse land use and explain the historical and contemporary effects of this use on the environment, with an emphasis on Montana;

(d) explain how movement patterns throughout the world (e.g., people, ideas, diseases, products, food) lead to interdependence and/or conflict;

(e) use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems (e.g., estimate distance, calculate scale, identify dominant patterns of climate and land use, compute population density);

(f) describe and distinguish between the environmental effects on the earth of short-term physical changes (e.g., floods, droughts, snowstorms), and long-term physical changes (e.g., plate tectonics, erosion, glaciation); and

(g) describe major changes in a local area that have been caused by human beings (e.g., a new highway, fire, construction of a new dam, logging, mining) and analyze the probable effects on the community and environment.

10.54.6033 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for social studies content standard 3 for a student upon graduation is the ability to:

(a) interpret, use, and synthesize information from various representations of the earth (e.g., maps, globes, satellite images, geographic information systems, three-dimensional models);

(b) differentiate and analyze the relationships among various regional and global patterns of geographic phenomena, (e.g., land forms, soils, climate, vegetation, natural resources, population);

(c) assess the major impacts of human modifications on the environment (e.g., global warming, deforestation, erosion, pollution);

(d) analyze how human settlement patterns create cooperation and conflict which influence the division and control of the earth (e.g., treaties, economics, exploration, borders, religion, exploitation, water rights);

(e) select and apply appropriate geographic resources to analyze the interaction of physical and human systems (e.g., cultural patterns, demographics, unequal global distribution of resources) and their impact on environmental and societal changes;

(f) analyze the short-term and long-term effects that major physical changes in various parts of the world have had or might have on the environments (e.g., land use, population, resources); and

(g) describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideas as they design and build (e.g., buildings, neighborhoods, parks, industrial and agricultural centers, farms and ranches).

10.54.6034 through 10.54.6039 reserved

10.54.6040 SOCIAL STUDIES CONTENT STANDARD 4 (1) To satisfy the requirements of social studies content standard 4, a student must demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

10.54.6041 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for social studies content standard 4 for a student at the end of grade 4 is the ability to:

(a) identify and use various sources of information (e.g., artifacts, diaries, photographs, charts, biographies, paintings, architecture, songs) to develop an understanding of the past;

(b) use a timeline to select, organize, and sequence information describing eras in history;

(c) examine biographies, stories, narratives, and folk tales to understand the lives of ordinary people and extraordinary people, place them in time and context, and explain their relationship to important historical events;

(d) identify and describe famous people, important democratic values (e.g., democracy, freedom, justice), symbols (e.g., Montana and United States flags, state flower), and holidays in the history of Montana, American Indian tribes, and the United States;

(e) identify and illustrate how technologies have impacted the course of history (e.g., energy, transportation, communications);

(f) recognize that people view and report historical events differently; and

(g) explain the history, culture, and current status of the American Indian tribes in Montana and the United States.

10.54.6042 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for social studies content standard 4 for a student at the end of grade 8 is the ability to:

(a) interpret the past using a variety of sources (e.g., biographies, documents, diaries, eyewitnesses, interviews, internet, primary source material) and evaluate the credibility of sources used;

(b) describe how history can be organized and analyzed using various criteria to group people and events (e.g., chronology, geography, cause and effect, change, conflict, issues);

(c) use historical facts and concepts and apply methods of inquiry (e.g., primary documents, interviews, comparative accounts, research) to make informed decisions as responsible citizens;

(d) identify significant events, people, and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indians, United States, and world history;

(e) identify major scientific discoveries and technological innovations and describe their social and economic effects on society;

(f) explain how and why events (e.g., American revolution, battle of the Little Big Horn, immigration, women's suffrage) may be interpreted differently according to the points of view of participants, witnesses, reporters, and historians; and

(g) summarize major issues affecting the history, culture, tribal sovereignty, and current status of the American Indian tribes in Montana and the United States.

10.54.6043 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for social studies content standard 4 for a student upon graduation is the ability to:

(a) select and analyze various documents and primary and secondary sources that have influenced the legal, political, and constitutional heritage of Montana and the United States;

(b) interpret how selected cultures, historical events, periods, and patterns of change influence each other;

(c) apply ideas, theories, and methods of inquiry to analyze historical and contemporary developments, and to formulate and defend reasoned decisions on public policy issues;

(d) analyze the significance of important people, events, and ideas (e.g., political and intellectual leadership, inventions, discoveries, the arts) in the major eras/civilizations in the history of Montana, American Indian tribes, the United States, and the world;

(e) analyze issues (e.g., freedom and equality, liberty and order, region and nation, diversity and civic duty) using historical evidence to form and support a reasoned position;

(f) analyze both the historical impact of technology (e.g., industrialization, communication, medicine) on human values and behaviors and how technology shapes problem solving now and in the future;

(g) investigate, interpret, and analyze the impact of multiple historical and contemporary viewpoints concerning events within and across cultures, major world religions, and political systems (e.g., assimilation, values, beliefs, conflicts); and

(h) analyze and illustrate the major issues concerning history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Montana and the United States (e.g., artifacts, repatriation, natural resources, language, jurisdiction).

10.54.6044 through 10.54.6049 reserved

10.54.6050 SOCIAL STUDIES CONTENT STANDARD 5 (1) To satisfy the requirements of social studies content standard 5, a student must make informed decisions based on economic principles of production, distribution, exchange, and consumption.

10.54.6051 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 5 FOR END OF GRADE 4 (1) The benchmark for social studies content standard 5 for a student at the end of grade 4 is the ability to:

(a) give examples of needs and wants, scarcity and choice (e.g., budgeting of allowance, trading cards);

(b) identify basic economic concepts (e.g., supply and demand, price) that explain events and issues in the community;

(c) distinguish between private goods and services (e.g., family car, local restaurant) and public goods and services (e.g., interstate highway system, United States postal service);

(d) describe how personal economic decisions, (e.g., deciding what to buy, what to recycle, how much to contribute to people in need) affect the lives of people in Montana, the United States, and the world;

(e) explain the roles of money, banking, and savings in everyday life; and

(f) identify and describe examples in which science and technology have affected economic conditions (e.g., assembly line, robotics, internet, media advertising).

10.54.6052 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The benchmark for social studies content standard 5 for a student at the end of grade 8 is the ability to:

(a) identify and explain basic economic concepts (e.g., supply, demand, production, exchange and consumption; labor, wages, and capital; inflation and deflation; private goods and services);

(b) apply economic concepts to explain historical events, current situations, and social issues in local, Montana, tribal, national, or global concerns;

(c) compare and contrast the difference between private and public goods and services;

(d) analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, unemployment);

(e) explain and illustrate how money is used (e.g., trade, borrow, save, invest, compare the value of goods and services) by individuals and groups (e.g., businesses, financial institutions, governments); and

(f) analyze the influences of technological advancements (e.g., machinery, internet, genetics) on household, state, national, and global economies.

10.54.6053 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 5 UPON GRADUATION (1) The benchmark for social studies content standard 5 for a student upon graduation is the ability to:

(a) analyze the impact that supply and demand, scarcity, prices, incentives, competition, and profits influence what is produced and distributed in various economic systems;

(b) use basic economic concepts (e.g., production, distribution, consumption, market economy, command economy) to compare and contrast local, regional, national, and global economies across time and at the present time;

(c) assess the costs and benefits to society of allocating goods and services through private and public sectors;

(d) compare and contrast how values and beliefs influence economic decisions in different economic systems;

(e) explain the operations, rules, and procedures of common financial instruments (e.g., stocks and bonds, retirement funds, IRAs) and financial institutions (credit companies, banks, insurance companies); and

(f) explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies (e.g., social security system, medicare, other entitlement programs) and on the lives of the individuals and families in Montana, the United States, and the world (e.g., international trade, space exploration, national defense).

10.54.6054 through 10.54.6059 reserved

10.54.6060 SOCIAL STUDIES CONTENT STANDARD 6 (1) To satisfy the requirements of social studies content standard 6, a student must demonstrate an understanding of the impact of human interaction and cultural diversity on individuals and societies.

10.54.6061 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 6 FOR END OF GRADE 4 (1) The benchmark for social studies content standard 6 for a student at the end of grade 4 is the ability to:

(a) identify the ways groups (e.g., families, faith communities, schools, social organizations, sports) meet human needs and concerns (e.g., belonging, self worth, personal safety) and contribute to personal identity;

(b) describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folk tales, music, art, dance);

(c) identify and describe ways families, groups, tribes, and communities influence the individual's daily life and personal choices;

(d) identify characteristics of American Indian tribes and other cultural groups in Montana;

(e) identify examples of individual struggles and contributions (e.g., Sitting Bull, Louis Riel, Chief Plenty Coups, Evelyn Cameron, Helen Keller, Mohandas Gandhi, Rosa Parks); and

(f) identify roles in group situations (e.g., student, family member, peer member).

10.54.6062 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 6 FOR END OF GRADE 8 (1) The benchmark for social studies content standard 6 for a student at the end of grade 8 is the ability to:

(a) compare and illustrate the ways various groups (e.g., cliques, clubs, ethnic communities, American Indian tribes) meet human needs and concerns (e.g., self esteem, friendship, heritage) and contribute to personal identity;

(b) explain and give examples of how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, spirituality) contributes to the development and transmission of culture;

(c) identify and differentiate ways regional, ethnic, and national cultures influence individual's daily lives and personal choices;

(d) compare and illustrate the unique characteristics of American Indian tribes and other cultural groups in Montana;

(e) explain the cultural contributions of and tensions between racial and ethnic groups in Montana, the United States, and the world; and

(f) identify and describe the stratification of individuals within social groups (e.g., status, social class, haves and have nots).

10.54.6063 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 6 UPON GRADUATION (1) The benchmark for social studies content standard 6 for a student upon graduation is the ability to:

(a) analyze and evaluate the ways various groups (e.g., social, political, cultural) meet human needs and concerns (e.g., individual needs, common good) and contribute to personal identity;

(b) analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, behavior) and create a product which illustrates an integrated view of a specific culture;

(c) analyze the impact of ethnic, national, and global influences on specific situations or events;

(d) evaluate how the unique characteristics of American Indian tribes and other cultural groups have contributed to Montana's history and contemporary life (e.g., legal and political relationships between and among tribal, state, and federal governments);

(e) analyze the conflicts resulting from cultural assimilation and cultural preservation among various ethnic and racial groups in Montana, the United States, and the world; and

(f) analyze the interactions of individuals, groups, and institutions in society (e.g., social mobility, class conflict, globalization).

10.54.6064 through 10.54.6086 reserved

10.54.6087 ADVANCED SOCIAL STUDIES PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the advanced level in social studies demonstrates superior performance. He/she:

(a) consistently recognizes and follows the steps of an inquiry process to locate, evaluate, and thoughtfully use information in decision making;

(b) clearly describes the purpose and various levels of government in our lives;

(c) effectively practices citizenship rights and responsibilities across various communities;

(d) consistently applies geographic knowledge to other subject areas and independently relates geographic understandings to the world around him/her in meaningful ways;

(e) consistently locates and applies information of historical events and issues from a variety of sources to effectively explain connections between past and present;

(f) consistently identifies basic economic principles and clearly describes their effects on individuals and communities; and

(g) independently recognizes and clearly describes how culture influences and diversity contributes to human development, identity, and behavior.

10.54.6088 PROFICIENT SOCIAL STUDIES PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the proficient level in social studies demonstrates solid academic performance. He/she:

(a) recognizes and follows the steps of an inquiry process to locate, evaluate, and use information in decision making roles;

(b) describes the purpose and various levels of government in our lives;

(c) practices citizenship rights and responsibilities across various communities;

(d) applies basic geographic knowledge to other subject areas and relates geographic understanding to the world around him/her;

(e) locates and uses basic information of historical events to explain connections between past and present;

(f) identifies basic economic principles and describes their general effects on individuals and communities; and

(g) recognizes and describes how culture influences and diversity contributes to human development, identity, and behavior.

10.54.6089 NEARING PROFICIENCY SOCIAL STUDIES PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in social studies. He/she:

(a) recognizes and follows some of the steps of an inquiry process to locate and use information in decision making, but has difficulty evaluating the quality of the information;

(b) identifies, with assistance, the purpose and some of the levels of government in our lives;

(c) practices, with assistance, citizenship rights and responsibilities across various communities;

(d) sometimes applies geographic knowledge to other subject areas and relates obvious geographic knowledge to the world around him/her;

(e) locates and sometimes uses basic information of historical events to explain obvious connections between past and present;

(f) sometimes identifies basic economic principles, but incompletely describes their obvious effects on individuals and communities; and

(g) sometimes recognizes but has difficulty explaining how culture influences and diversity contributes to human development, identity, and behavior.

10.54.6090 NOVICE SOCIAL STUDIES PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in social studies. He/she:

(a) sometimes recognizes and follows some of the steps of an inquiry process to locate information, but needs much assistance to evaluate the quality of information or to use it in decision making;

(b) seldom identifies the purpose or levels of government in our lives;

(c) has difficulty practicing citizenship rights and responsibilities in the classroom community;

(d) sometimes identifies geographic knowledge but often is unable to relate this knowledge to other subject areas and usually needs assistance relating geographic knowledge to the world around him/her;

(e) locates but seldom uses basic information of historical events and has difficulty explaining connections between past and present;

(f) seldom identifies economic principles but, with assistance, describes some of the effects on individuals and communities; and

(g) seldom recognizes how culture influences and diversity contributes to human development, identity, and behavior.

10.54.6091 ADVANCED SOCIAL STUDIES PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the advanced level in social studies demonstrates superior performance. He/she:

(a) consistently and effectively applies an inquiry process to locate, evaluate, and use in a variety of decision making situations;

(b) clearly describes and compares the principles and structure of power, authority, and governance;

(c) purposefully practices citizenship rights and responsibilities across various communities;

(d) actively explores geographic information and problems, and proposes novel, well-articulated ideas and solutions by independently applying geographic skills and tools;

(e) consistently conducts research to draw unique parallels between historical and current events and issues;

(f) independently recognizes fundamental economic issues and thoroughly illustrates how they interrelate and affect families, communities, cultures, and nations; and

(g) critically examines and effectively compares and contrasts how culture influences and diversity contributes to human development, identity, and behavior.

10.54.6092 PROFICIENT SOCIAL STUDIES PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the proficient level in social studies demonstrates solid academic performance. He/she:

(a) applies an inquiry process to locate, evaluate, and use information in a variety of decision making scenarios;

(b) describes and compares the principles and structure of power, authority, and governance;

(c) practices citizenship rights and responsibilities across various communities;

(d) effectively seeks information, solves problems, and communicates findings using geographic skills and tools;

(e) conducts appropriate research to draw reasonable parallels between historical and current events and issues;

(f) recognizes fundamental economic issues and meaningfully illustrates how they interrelate and affect families, communities, cultures, and nations; and

(g) examines and compares and contrasts how culture influences and diversity contributes to human development, identity, and behavior.

10.54.6093 NEARING PROFICIENCY SOCIAL STUDIES PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in social studies. He/she:

(a) applies an inquiry process to locate information for use in limited decision making scenarios, but has difficulty evaluating the information;

(b) describes, but with difficulty, compares the principles and structure of power, authority, and governance;

(c) practices, with assistance, citizenship rights and responsibilities across various communities;

(d) gathers, with assistance, information related to geographic problems, but has difficulty using geographic skills and tools to communicate findings;

(e) sometimes conducts appropriate research and, with assistance, draws parallels between historical and current events and issues;

(f) frequently recognizes fundamental economic issues and, with assistance, illustrates how they interrelate and affect families, communities, cultures, and nations; and

(g) explains and sometimes compares how culture influences and diversity contributes to human development, identity, and behavior.

10.54.6094 NOVICE SOCIAL STUDIES PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in social studies. He/she:

(a) sometimes applies an inquiry process to locate information for use in limited decision making scenarios, and seldom evaluates the information;

(b) sometimes describes, but seldom compares, the principles and structure of power, authority, and governance;

(c) seldom practices citizenship rights and responsibilities;

(d) inconsistently locates required geographic information, has difficulty relating this information to a larger geographic problem, and does not clearly understand when to apply specific geographic skills and tools to his/her work;

(e) seldom conducts appropriate research, but with assistance, draws a few obvious parallels between historical and current events;

(f) sometimes recognizes fundamental economic issues but seldom illustrates how they interrelate and affect families, communities, cultures, and nations; and

(g) sometimes explains, but seldom compares, how culture influences and diversity contributes to human development, identity, and behavior.

10.54.6095 ADVANCED SOCIAL STUDIES PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level in social studies demonstrates superior performance. He/she:

(a) independently analyzes and adapts an inquiry process to locate and evaluate information from a variety of sources and effectively applies that information to various decision making situations;

(b) effectively analyzes and critiques the principles and structure of power, authority, and governance;

(c) independently demonstrates civic responsibility by participating meaningfully as a citizen in the process;

(d) makes meaningful geographic inferences in a variety of contexts and independently conducts geography-related research to develop and extensively support a position on an issue;

(e) consistently analyzes historical patterns and conducts independent research to thoroughly and effectively develop and defend a position on an issue;

(f) analyzes unique impacts of the application of economic principles on decision making in national and global economies; and

(g) independently analyzes and critiques the impact of human interaction on society and purposefully evaluates the effects of cultural diversity on individuals and society.

10.54.6096 PROFICIENT SOCIAL STUDIES PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient level in social studies demonstrates solid academic performance. He/she:

(a) analyzes and adapts an inquiry process to locate and evaluate information from a variety of sources and applies that information to various decision making situations;

(b) analyzes and critiques the principles and structure of power, authority, and governance;

(c) demonstrates civic responsibility by participating meaningfully as a citizen across various communities;

(d) makes meaningful geographic inferences and actively conducts geography-related research to develop and adequately support a position on an issue;

(e) analyzes historical patterns and conducts research to develop and adequately defend a position on an issue;

(f) analyzes various impacts of the application of economic principles on decision making in national and global economies; and

(g) analyzes and critiques the impact of human interaction on society and evaluates the effects of cultural diversity on individuals and society.

10.54.6097 NEARING PROFICIENCY SOCIAL STUDIES PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in social studies. He/she:

(a) usually analyzes and adapts an inquiry process to locate information from a variety of sources, incompletely evaluates information, and with limited success, applies the information to various decision making situations;

(b) sometimes analyzes, but ineffectively critiques the principles and structure of power, authority, and governance;

(c) occasionally demonstrates civic responsibility by participating as a citizen across various communities;

(d) sometimes makes meaningful geographic inferences but has difficulty conducting geography-related research to develop and support a position on an issue;

(e) identifies some historical patterns, and with assistance, conducts research to develop and partially defend a position on an issue;

(f) sometimes analyzes obvious impacts of the application of economic principles on decision making in national and global economies; and

(g) sometimes analyzes and critiques the impact of human interaction on society and evaluates the obvious effects of cultural diversity on individuals and society.

10.54.6098 NOVICE SOCIAL STUDIES PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in social studies. He/she:

(a) inconsistently uses and seldom analyzes or adapts an inquiry process to locate information even from limited sources, evaluates information with assistance, and rarely applies information to decision making situations;

(b) incompletely analyzes and, with difficulty, critiques the principles and structure of power, authority, and governance;

(c) demonstrates limited civic responsibility;

(d) seldom makes meaningful geographic inferences and requires assistance conducting geography-related research to develop and support a position on an issue;

(e) sometimes identifies historical patterns and, with assistance, conducts research, but has difficulty developing or defending a position on an issue;

(f) analyzes, with much assistance, obvious impacts of the application of economic principles on decision making in national and global economies; and

(g) seldom analyzes the impact of human interaction on society and exhibits limited ability to evaluate the effects of cultural diversity on individuals and society.

Sub-Chapters 61 through 64 Reserved

Library Media Content and Performance Standards

In a democratic society, all students need access to a variety of information sources and formats, encompassing the breadth of human conversations and creations. Through accessing and evaluating information they gain an appreciation and respect for diverse ideas and creative expressions. By using information literacy skills in all aspects of learning, students become empowered and engaged lifelong learners. To thrive in the information age students need a process of inquiry that can be adapted to any information need. By learning strategies to manage and ethically use information, Montana students open the door to the world in all its diversity.

10.54.6501 through 10.54.6509 reserved

10.54.6510 LIBRARY MEDIA CONTENT STANDARD 1 (1) To satisfy the requirements of library media content standard 1, a student must understand an inquiry process including how to access, evaluate, and use information.

10.54.6511 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for library media content standard 1 for a student at the end of grade 4 is the ability to:

(a) identify the steps of the inquiry process as it is used in research (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process);

(b) state the question or need for information;

(c) identify and locate probable sources of information;

(d) judge information for accuracy, relevancy, and type (e.g., fact, fiction);

(e) identify and use information to create a product that satisfies the need or solves the problem; and

(f) recognize that he/she has followed an inquiry process and describe how well his/her products satisfy the need or solve the problem.

10.54.6512 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for library media content standard 1 for a student at the end of grade 8 is the ability to:

(a) apply steps of the inquiry process to satisfy both academic and personal information needs (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process);

(b) focus the information need as it relates to what he/she already knows to formulate specific questions;

(c) select multiple print and nonprint sources using various search strategies (e.g., human guidance, reflective thinking, Boolean operatives);

(d) recognize point of view or bias, use primary and secondary sources, and analyze and evaluate information for specific needs;

(e) interpret and use information in original products or presentations; and

(f) apply criteria to determine how well the research process, products, and conclusions meet the original need for information.

10.54.6513 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for library media content standard 1 for a student upon graduation is the ability to:

(a) analyze and adapt the inquiry process to satisfy individual and group information needs (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process);

(b) refine and revise the information need to meet the specific format, purpose, and scope of the project;

(c) develop a plan to obtain needed information using a variety of research and investigative strategies (e.g., interviews, questionnaires, experiments, surveys);

(d) assess information sources using multiple criteria (e.g., coverage, misleading presentation, manipulated data);

(e) synthesize information to create a new product that meets a specific purpose or vision; and

(f) critique the process and the product of the inquiry.

10.54.6514 through 10.54.6519 reserved

10.54.6520 LIBRARY MEDIA CONTENT STANDARD 2 (1) To satisfy the requirements of library media content standard 2, a student must demonstrate an understanding of ethical, legal, and social responsibility in accessing, evaluating, and using information, materials, and technology.

10.54.6521 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for library media content standard 2 for a student at the end of grade 4 is the ability to:

(a) demonstrate individual responsibility for equitable access to information (e.g., share access to limited resources, return materials diligently);

(b) state the conclusion of the research finding in his/her own words and cite sources;

(c) follow school guidelines for responsible use of information resources (e.g., check out policies, library rules); and

(d) share knowledge and information with others.

10.54.6522 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for library media content standard 2 for a student at the end of grade 8 is the ability to:

(a) explain the importance of equitable access to a variety of information in a democratic society;

(b) recognize and apply concepts of intellectual property rights, avoid plagiarism, follow bibliographic form, and cite all information sources used;

(c) follow school guidelines for responsible use of information resources (e.g., circulation policies, acceptable use policies); and

(d) recognize the ideas and backgrounds of others and acknowledge their contributions.

10.54.6523 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for library media content standard 2 for a student upon graduation is the ability to:

(a) evaluate the impact of equitable access to information in a democratic society;

(b) use information in an ethical manner by adhering to copyright laws, requesting permission to use information, and properly citing sources;

(c) follow school guidelines for responsible use of information resources (e.g., circulation policies, acceptable use policies); and

(d) collaborate with others, both in person and through technologies, to identify information problems, seek solutions, and generate new information.

10.54.6524 through 10.54.6529 reserved

10.54.6530 LIBRARY MEDIA CONTENT STANDARD 3 (1) To satisfy the requirements of library media content standard 3, a student must use a variety of materials for independent learning and personal enjoyment, including the appreciation of literature and other creative expressions.

10.54.6531 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for library media content standard 3 for a student at the end of grade 4 is the ability to:

(a) recognize that diverse cultures are represented in a variety of creative formats;

(b) experience a variety of literature and other creative expressions and relate them to his/her own life; and

(c) use libraries as places to seek information for personal interest.

10.54.6532 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for library media content standard 3 for a student at the end of grade 8 is the ability to:

(a) use and respond to materials and creative expressions from diverse cultures;

(b) interpret a wide variety of literature and other creative expressions in various genres and formats; and

(c) use the library to find information for personal use and to make connections to resources beyond the school library.

10.54.6533 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for library media content standard 3 for a student upon graduation is the ability to:

(a) compare and analyze literature and other creative expressions from diverse cultures;

(b) select, analyze, and evaluate literature and other creative expressions from diverse origins and connect them to his/her own life and to the human experience; and

(c) apply his/her knowledge of the use of libraries to a variety of new information environments.

10.54.6534 through 10.54.6539 reserved

10.54.6540 LIBRARY MEDIA CONTENT STANDARD 4 (1) To satisfy the requirements of library media content standard 4, a student must distinguish among, evaluate, and appropriately use current and emerging media and technologies in the inquiry process.

10.54.6541 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for library media content standard 4 for a student at the end of grade 4 is the ability to:

(a) identify and use various media and technologies to meet information needs;

(b) identify and use search strategies to locate information in various media and technologies; and

(c) compare and contrast the quality and accuracy, relevancy, and type of information from a variety of media and technologies.

10.54.6542 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for library media content standard 4 for a student at the end of grade 8 is the ability to:

(a) select and apply appropriate media and technologies to meet information needs;

(b) select and refine appropriate search strategies to locate information in various media and technologies; and

(c) apply criteria to evaluate the point of view and embedded values in information from a variety of media and technologies.

10.54.6543 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for library media content standard 4 for a student upon graduation is the ability to:

(a) analyze and evaluate various media and technologies when applying information necessary to complete a specific task;

(b) develop and demonstrate research strategies to effectively locate information in various media and technologies; and

(c) generate and apply criteria to evaluate the origin, authority, accuracy, bias, and distortion of information from a variety of media and technologies.

10.54.6544 through 10.54.6586 reserved

10.54.6587 ADVANCED LIBRARY MEDIA PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the advanced level in library media demonstrates superior performance. He/she:

(a) consistently recognizes and follows all steps of an inquiry process;

(b) consistently recognizes the importance of equitable access; independently uses information, materials, and technology responsibly; and effectively shares information with others;

(c) independently chooses material from a variety of cultures and realizes the library is a center for learning and enjoyment; and

(d) effectively uses a variety of search strategies to locate and evaluate print and nonprint materials.

10.54.6588 PROFICIENT LIBRARY MEDIA PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the proficient level in library media demonstrates solid academic performance. He/she:

(a) recognizes and follows all the steps of an inquiry process;

(b) recognizes the importance of equitable access; uses information, materials, and technology responsibly; and shares information with others;

(c) chooses materials from a variety of cultures and realizes the library is a center for learning and enjoyment; and

(d) uses a variety of search strategies to locate, select, and evaluate print and nonprint materials.

10.54.6589 NEARING PROFICIENCY LIBRARY MEDIA PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the nearing proficiency level demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in library media. He/she:

(a) recognizes and follows some of the steps of an inquiry process;

(b) recognizes, with some assistance, the importance of equitable access; often, but not always, uses information, materials, and technology responsibly; and shares some information with others;

(c) chooses materials, with assistance, from a variety of cultures and realizes the library is a center for learning and enjoyment; and

(d) uses a variety of search strategies, with some assistance, to locate and evaluate print and nonprint material.

10.54.6590 NOVICE LIBRARY MEDIA PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the novice level is beginning to attain the prerequisite knowledge and skills that are fundamental in library media. He/she:

(a) recognizes and follows some of the steps of an inquiry process with much assistance;

(b) seldom recognizes the importance of equal access; inconsistently uses information, materials, and technology responsibly; and seldom shares information with others;

(c) sometimes chooses materials, with assistance, from a variety of cultures and realizes the library is a center for learning and enjoyment; and

(d) seldom understands how to use search strategies to locate or select print and nonprint material and has limited ability to evaluate information.

10.54.6591 ADVANCED LIBRARY MEDIA PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the advanced level in library media demonstrates superior performance. He/she:

(a) effectively applies an inquiry process in a variety of situations and consistently analyzes his/her use of the process;

(b) explains beyond obvious understanding the importance of equitable access, consistently uses information responsibly, and consistently demonstrates respect for others' ideas and contributions;

(c) consistently seeks and effectively interprets materials from a variety of cultures and uses materials found in many locations; and

(d) effectively applies appropriate search strategies to locate various print and nonprint information and consistently evaluates the information using criteria.

10.54.6592 PROFICIENT LIBRARY MEDIA PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the proficient level in library media demonstrates solid academic performance. He/she:

(a) applies an inquiry process in a variety of situations and analyzes his/her use of the process;

(b) explains the importance of equitable access, uses information responsibly, and acknowledges others' ideas and contributions;

(c) seeks and interprets materials from a variety of cultures and realizes materials are found in many locations; and

(d) applies appropriate search strategies to locate various print and nonprint information and evaluates the information using criteria.

10.54.6593 NEARING PROFICIENCY LIBRARY MEDIA PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the nearing proficiency level demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in library media. He/she:

(a) applies an inquiry process in some situations but has difficulty analyzing his/her use of the process;

(b) briefly explains the importance of equitable access; often, but not always, uses information responsibly; and sometimes, but not consistently, demonstrates respect for others' ideas and contributions;

(c) sometimes seeks materials from a variety of cultures and interprets them with some assistance and sometimes, but not consistently, realizes materials are found in many locations; and

(d) inconsistently applies appropriate search strategies to locate print and nonprint information and seldom evaluates the information using criteria.

10.54.6594 NOVICE LIBRARY MEDIA PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the novice level is beginning to attain the prerequisite knowledge and skills that are fundamental in library media. He/she:

(a) inconsistently applies an inquiry process and seldom analyzes his/her use of the process;

(b) briefly explains, with assistance, the importance of equal access, seldom uses information responsibly, and acknowledges others' ideas and contributions in a limited way;

(c) has difficulty finding or understanding materials from other cultures and seldom realizes that materials are found in many locations; and

(d) seldom applies appropriate search strategies to locate print and nonprint information and almost never evaluates the information using criteria.

10.54.6595 ADVANCED LIBRARY MEDIA PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level in library media demonstrates superior performance. He/she:

(a) independently applies a complex inquiry process and monitors and adjusts his/her effective use of the process;

(b) independently evaluates the importance of equitable access, consistently uses information independently, and responsibly and effectively collaborates with others in the information process;

(c) analyzes and evaluates complex materials from a variety of cultures and effectively transfers information literacy skills to new settings; and

(d) effectively analyzes and modifies various search strategies to locate print and nonprint information and generates multi-faceted criteria to appropriately evaluate the quality of information.

10.54.6596 PROFICIENT LIBRARY MEDIA PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient level in library media demonstrates solid academic performance. He/she:

(a) independently applies a complex inquiry process and monitors his/her effective use of the process;

(b) evaluates the importance of equitable access; uses information, materials, and technology responsibly; and collaborates with others in the information inquiry;

(c) analyzes and evaluates materials from a variety of cultures and transfers information literacy skills to new settings; and

(d) analyzes the effectiveness of various search strategies to locate print and nonprint information and generates criteria useful in evaluating the quality of information.

10.54.6597 NEARING PROFICIENCY LIBRARY MEDIA PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency level demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in library media. He/she:

(a) usually, but not consistently, initiates applying an inquiry process and minimally monitors his/her effective use of the process;

(b) evaluates, with some assistance, the importance of equitable access; sometimes, but not consistently, uses information responsibly; and, to some degree, collaborates with others in the information process;

(c) analyzes and evaluates some materials from a variety of cultures and sometimes, but not consistently, transfers information literacy skills to new settings; and

(d) analyzes, with assistance, various search strategies and applies given criteria to appropriately evaluate the quality of information.

10.54.6598 NOVICE LIBRARY MEDIA PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level is beginning to attain the prerequisite knowledge and skills that are fundamental in library media. He/she:

(a) seldom initiates an inquiry process and has difficulty monitoring his/her use of the process;

(b) lacks clarity in his/her evaluation of the importance of equitable access; sometimes uses information responsibly; and, with much assistance and prompting, collaborates with others;

(c) has difficulty analyzing and evaluating materials from a variety of cultures and, with assistance, transfers information literacy skills to new settings; and

(d) incompletely analyzes a limited range of search strategies to locate print and nonprint information and, with much assistance, evaluates the information.

Sub-Chapters 66 through 69 Reserved

Health Enhancement Content and Performance Standards

Health Enhancement combines the disciplines of "health" and "physical education" into a single curriculum with its focus on health-related outcomes. Concepts learned in the classroom are reinforced in the gymnasium and vice versa. Health is essential to a quality of life and leads directly to improved learning. Health enhancement develops the skills and behaviors necessary for students to become healthy, productive citizens who take personal responsibility for their own well-being as well as a social responsibility for the health of their community.

Early initiation of healthy behaviors is a predictor of enhanced school performance as well as less risk for morbidity and premature mortality in adulthood. Health enhancement is a critical component of the educational process.

10.54.7001 through 10.54.7009 reserved

10.54.7010 HEALTH ENHANCEMENT CONTENT STANDARD 1 (1) To satisfy the requirements of health enhancement content standard 1, a student must have a basic knowledge and understanding of concepts that promote comprehensive health.

10.54.7011 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for health enhancement content standard 1 for a student at the end of grade 4 is the ability to:

(a) describe relationships between personal health behaviors and individual well-being;

(b) describe the basic structure and function of the major human body systems, emphasizing growth and development;

(c) identify common health problems (e.g., eyes, ears, teeth, skin) that should be detected and treated early;

(d) identify personal health enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management; and

(e) identify the potential sources of environmental hazards.

10.54.7012 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for health enhancement content standard 1 for a student at the end of grade 8 is the ability to:

(a) explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death;

(b) explain the function and maintenance of body systems, including the reproductive system;

(c) analyze how peers, family, heredity, and environment influence personal health;

(d) explain personal health enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/AIDS prevention, and stress management; and

(e) explain how appropriate health care can prevent premature death and disability.

10.54.7013 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for health enhancement content standard 1 for a student upon graduation is the ability to:

(a) analyze how attitudes and behaviors can impact health maintenance, disease prevention, and injury;

(b) explain the impact of personal health behaviors on the functioning of body systems, including the reproductive system;

(c) analyze how the environment, public health policies, government regulations, research, and medical advances influence personal and community health;

(d) develop personal health enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activities, injury/disease prevention, including HIV/AIDS prevention, and stress management; and

(e) advocate for personal, family, and community health.

10.54.7014 through 10.54.7019 reserved

10.54.7020 HEALTH ENHANCEMENT CONTENT STANDARD 2 (1) To satisfy the requirements of health enhancement content standard 2, a student must demonstrate competency in a variety of movement forms.

10.54.7021 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for health enhancement content standard 2 for a student at the end of grade 4 is the ability to:

(a) demonstrate mature form in all locomotor patterns and selected manipulative and non-locomotor skills;

(b) combine movement skills in applied and dynamic settings or lead-up games; and

(c) acquire skills including perceptual, motor, and rhythm.

10.54.7022 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for health enhancement content standard 2 for a student at the end of grade 8 is the ability to demonstrate a variety of physical skills which encompass lead-up games, rhythms and dance, and individual, dual, and team sports.

10.54.7023 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for health enhancement content standard 2 for a student upon graduation is the ability to demonstrate a variety of physical skills which encompass dance, individual, dual, and team sports, and lifetime physical activities.

10.54.7024 through 10.54.7029 reserved

10.54.7030 HEALTH ENHANCEMENT CONTENT STANDARD 3 (1) To satisfy the requirements of health enhancement content standard 3, a student must apply movement concepts and principles while learning and developing motor skills.

10.54.7031 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for health enhancement content standard 3 for a student at the end of grade 4 is the ability to:

(a) apply critical elements to improve personal performance in fundamental motor skills and some specialized skills; and

(b) recognize and apply movement concepts that impact the quality of performance.

10.54.7032 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for health enhancement content standard 3 for a student at the end of grade 8 is the ability to:

(a) understand and apply movement concepts to game strategies;

(b) identify and refine the critical elements of advanced movement skills; and

(c) identify and understand the application of basic rules and strategies in a variety of physical activities.

10.54.7033 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for health enhancement content standard 3 for a student upon graduation is the ability to:

(a) identify the characteristics of technically correct performance in a variety of movement forms;

(b) apply rules and advanced strategies to a variety of physical activities; and

(c) know and understand scientifically based information regarding movement performance.

10.54.7034 through 10.54.7039 reserved

10.54.7040 HEALTH ENHANCEMENT CONTENT STANDARD 4 (1) To satisfy the requirements of health enhancement content standard 4, a student must achieve and maintain a challenging level of health-related physical fitness.

10.54.7041 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for health enhancement content standard 4 for a student at the end of grade 4 is the ability to:

(a) participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness;

(b) identify each component of health-related physical fitness;

(c) associate each health-related physical fitness component to the improvement of personal health; and

(d) demonstrate individual progress toward each component of health-related physical fitness.

10.54.7042 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for health enhancement content standard 4 for a student at the end of grade 8 is the ability to:

(a) participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness;

(b) understand and apply basic principles of training to improve health-related physical fitness;

(c) identify personal fitness goals; and

(d) demonstrate individual progress toward each component of health-related physical fitness.

10.54.7043 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for health enhancement content standard 4 for a student upon graduation is the ability to:

(a) participate in a variety of fitness activities involving each component of health-related physical fitness;

(b) demonstrate the knowledge, skills, and desire to monitor and adjust levels to meet personal fitness needs;

(c) design a personal fitness program; and

(d) demonstrate individual progress toward each component of health-related physical fitness.

10.54.7044 through 10.54.7049 reserved

10.54.7050 HEALTH ENHANCEMENT CONTENT STANDARD 5 (1) To satisfy the requirements of health enhancement content standard 5, a student must use critical thinking and decision making to enhance health.

10.54.7051 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 5 FOR END OF GRADE 4 (1) The benchmark for health enhancement content standard 5 for a student at the end of grade 4 is the ability to:

(a) identify problem-solving processes specific to health-related issues;

(b) access valid health information and resources;

(c) explain how basic health information and resources are used in setting goals and decision-making;

(d) set personal health goals and record progress toward achievement; and

(e) predict results of positive health decisions.

10.54.7052 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The benchmark for health enhancement content standard 5 for a student at the end of grade 8 is the ability to:

(a) individually and collaboratively apply problem-solving processes to health issues;

(b) analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community;

(c) predict how decisions specific to health behavior have consequences for self and others;

(d) describe personal factors that influence an individual's health goals;

(e) explain a personal health plan that addresses needs, strengths, and risks; and

(f) identify the validity of health information and how culture, media, and technology influence choices.

10.54.7053 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 5 UPON GRADUATION (1) The benchmark for health enhancement content standard 5 for a student upon graduation is the ability to:

(a) utilize various problem-solving strategies when making health decisions related to needs and risks of young adults;

(b) predict immediate and long-term impacts of health decisions on the individual, family, and community;

(c) implement a plan for achieving personal health goals;

(d) evaluate progress toward attaining personal health goals;

(e) formulate an effective plan for lifelong health; and

(f) locate, evaluate, and utilize credible health information.

10.54.7054 through 10.54.7059 reserved

10.54.7060 HEALTH ENHANCEMENT CONTENT STANDARD 6 (1) To satisfy the requirements of health enhancement content standard 6, a student must demonstrate interpersonal communication skills to enhance health.

10.54.7061 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 6 FOR END OF GRADE 4 (1) The benchmark for health enhancement content standard 6 for a student at the end of grade 4 is the ability to:

(a) describe characteristics needed to be a responsible friend and family member;

(b) demonstrate ways to communicate care, consideration, and respect of self and others;

(c) demonstrate healthy ways to express needs, wants, and feelings;

(d) demonstrate refusal skills;

(e) demonstrate active listening skills; and

(f) demonstrate non-violent strategies to resolve conflicts.

10.54.7062 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 6 FOR END OF GRADE 8 (1) The benchmark for health enhancement content standard 6 for a student at the end of grade 8 is the ability to:

(a) describe how the behavior of family and peers affects interpersonal communication;

(b) demonstrate ways to communicate care, consideration, and respect of self and others;
(c) demonstrate healthy ways to express needs, wants, and feelings;
(d) demonstrate refusal and mediation skills to enhance health; and
(e) demonstrate strategies to analyze and manage conflict in healthy ways.

10.54.7063 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 6 UPON GRADUATION (1) The benchmark for health enhancement content standard 6 for a student upon graduation is the ability to:
(a) demonstrate skills for communicating effectively with family, peers, and others;
(b) demonstrate ways to communicate care, consideration, and respect of self and others;
(c) demonstrate healthy ways to express needs, wants, and feelings;
(d) demonstrate refusal, mediation, and collaboration skills for solving interpersonal conflict without harming self or others;
(e) analyze how interpersonal communication affects relationships; and
(f) analyze the possible causes of conflict and demonstrate strategies to manage conflict.

10.54.7064 through 10.54.7069 reserved

10.54.7070 HEALTH ENHANCEMENT CONTENT STANDARD 7 (1) To satisfy the requirements of health enhancement content standard 7, a student must demonstrate health-enhancing behaviors.

10.54.7071 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 7 FOR END OF GRADE 4 (1) The benchmark for health enhancement content standard 7 for a student at the end of grade 4 is the ability to:
(a) interact with friends and others through participation;
(b) use physical activity as a means of self-expression;
(c) experience enjoyment through physical activity;
(d) regularly participate in physical activity; and
(e) demonstrate strategies to improve or maintain personal health.

10.54.7072 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 7 FOR END OF GRADE 8 (1) The benchmark for health enhancement content standard 7 for a student at the end of grade 8 is the ability to:
(a) enjoy participation in physical activity;
(b) recognize the social benefits of physical activity;
(c) participate in health-enhancing physical activity outside of school;
(d) work cooperatively with a group to achieve group goals in both cooperative and competitive settings; and
(e) demonstrate strategies to improve or maintain personal and family health.

10.54.7073 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 7 UPON GRADUATION (1) The benchmark for health enhancement content standard 7 for a student upon graduation is the ability to:
(a) regularly participate in health-enhancing physical fitness activities to promote personal well-being on a voluntary basis;
(b) experience enjoyment from physical activity and a healthy lifestyle;
(c) participate in activities that promote community well-being;
(d) initiate independent and responsible health-enhancing personal behavior; and
(e) demonstrate strategies to improve or maintain personal, family, and community health.

10.54.7074 through 10.54.7086 reserved

10.54.7087 ADVANCED HEALTH ENHANCEMENT PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the advanced level in health enhancement demonstrates superior performance. He/she:
(a) uses a variety of motor skills and skillful and efficient movement patterns in a variety of applied and dynamic settings;
(b) knows, understands, describes, and demonstrates health enhancing concepts and behaviors, and how they relate to personal and family health; and
(c) demonstrates conflict resolution skills, refusal skills, appropriate self expression, and concern for others.

10.54.7088 PROFICIENT HEALTH ENHANCEMENT PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the proficient level in health enhancement demonstrates solid academic performance. He/she:

(a) consistently exhibits fundamental motor skills in a variety of applied settings;

(b) uses a combination of movement patterns with smooth transitions; and

(c) identifies, describes, and demonstrates understanding of some concepts of health promotion and how they impact personal and family health.

10.54.7089 NEARING PROFICIENCY HEALTH ENHANCEMENT PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she:

(a) demonstrates fundamental motor skills in some applied settings;

(b) identifies and demonstrates understanding of some relationships between healthy behaviors and disease prevention; and

(c) exhibits socially acceptable behavior in most settings.

10.54.7090 NOVICE HEALTH ENHANCEMENT PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the novice level in health enhancement is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in health enhancement. He/she:

(a) sometimes demonstrates and combines fundamental motor skills and socially acceptable interpersonal behavior;

(b) seldom identifies concepts related to a healthy lifestyle and healthy relationships; and

(c) does not consistently understand health promotion and disease prevention concepts and how they relate to his/her own health.

10.54.7091 ADVANCED HEALTH ENHANCEMENT PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the advanced level in health enhancement demonstrates superior performance. He/she:

(a) effectively maintains an appropriate level of skill and health related fitness;

(b) applies health promotion concepts to access valid health information and products;

(c) thoroughly evaluates the influences of media and culture on health;

(d) exhibits effective interpersonal social skills;

(e) predicts consequences of actions;

(f) develops a personal plan for health that involves goal-setting and decision-making skills; and

(g) effectively communicates information and opinions regarding health promotion and personal and social health.

10.54.7092 PROFICIENT HEALTH ENHANCEMENT PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the proficient level in health enhancement demonstrates solid academic performance. He/she:

(a) attains an appropriate level of skill related fitness;

(b) identifies influences of media and culture on health; and

(c) analyzes concepts of health promotion, including determining the validity of information and products, evaluating the influence of external factors on health, and examining the causes of interpersonal conflicts and how goal setting and decision making influence health.

10.54.7093 NEARING PROFICIENCY HEALTH ENHANCEMENT PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she:

(a) shows some improvement in developing appropriate skill related fitness components and understands their contributions to overall well-being;

(b) achieves an appropriate level of health enhancing physical fitness;

(c) describes fundamental relationships in health promotion and disease prevention; and

(d) demonstrates basic interpersonal social skills appropriate to the eighth grade level.

10.54.7094 NOVICE HEALTH ENHANCEMENT PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the novice level in health enhancement is beginning to attain the prerequisite knowledge

and skills that are fundamental at each benchmark in health enhancement. He/she:

(a) participates in appropriate skill related fitness activities and identifies the contributions to overall well-being;
(b) works toward health-related physical fitness;
(c) identifies and describes healthy behaviors and disease prevention concepts;
(d) often demonstrates understanding of health information; and
(e) sometimes demonstrates appropriate interpersonal social skills.

10.54.7095 ADVANCED HEALTH ENHANCEMENT PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level in health enhancement demonstrates superior performance. He/she:

(a) demonstrates high levels of competency in a variety of physical activities;
(b) demonstrates understanding of scientific principles of physical fitness and the relationships to total well-being, and applies that information in developing personal wellness during different periods of life;
(c) initiates independent personal and social behaviors and takes both leadership and following roles as situations determine;
(d) thoroughly analyzes, evaluates, and articulates opinions concerning personal and social health issues;
(e) effectively utilizes a variety of strategies to overcome barriers in social situations; and
(f) forms a comprehensive plan for healthful living.

10.54.7096 PROFICIENT HEALTH ENHANCEMENT PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient level in health enhancement demonstrates solid academic performance. He/she:

(a) participates in some physical activities;
(b) demonstrates competency in a variety of physical activities;
(c) demonstrates the knowledge and skills necessary to determine current and future fitness needs;
(d) initiates independent and responsible personal behavior;
(e) anticipates potentially dangerous consequences of actions;
(f) analyzes, evaluates, and forms opinions regarding health information, services, products, and the effects of external influences; and
(g) uses communication skills effectively in a variety of settings.

10.54.7097 NEARING PROFICIENCY HEALTH ENHANCEMENT PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she:

(a) participates in some physical activities;
(b) demonstrates the fundamental knowledge and skill to achieve a health-enhancing level of fitness;
(c) displays socially responsible behavior; and
(d) describes health concepts, health care costs and services, the role of personal responsibility, and external influences on a health enhancing lifestyle.

10.54.7098 NOVICE HEALTH ENHANCEMENT PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level in health enhancement is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in health enhancement. He/she:

(a) participates in some physical activities that contribute to well-being throughout the life span;
(b) demonstrates the knowledge and skills to adjust activity levels to meet personal fitness needs;
(c) identifies socially responsible behavior; and
(d) sometimes, demonstrates understanding of health concepts, health care costs and services, and the role of personal responsibility, decision making, and external factors on health-enhancing lifestyles.

Sub-Chapters 71 through 74 Reserved

Technology Content and Performance Standards

Properly applied, technology enhances instruction in a way that powerfully increases learning, but does not become the focus of learning. By providing access to information, opening pathways to communication, and facilitating personal understanding, technology supports learning in all subjects.

Effective integration of technology into the learning environment encourages movement from teacher-centered instruction to student-centered learning—learning in which multi-sensory stimulation combines with increased student responsibility to widen the opportunity for all students to succeed.

Technologically literate students work collaboratively in inquiry-based learning activities, rich in relevant content, while thinking critically and solving problems in real-world contexts.

Technologically literate students use their skills across the curriculum to support their learning, while building lifelong learning habits and marketable skills.

10.54.7501 through 10.54.7509 reserved

10.54.7510 TECHNOLOGY CONTENT STANDARD 1 (1) To satisfy the requirements of technology content standard 1, a student must demonstrate an understanding of the basic operations of technologies.

10.54.7511 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for technology content standard 1 for a student at the end of grade 4 is the ability to:

(a) develop basic skills and procedures needed to operate various technologies;

(b) communicate using appropriate terminology and demonstrate simple care and maintenance of various technology tools; and

(c) identify and solve simple operating problems.

10.54.7512 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for technology content standard 1 for a student at the end of grade 8 is the ability to:

(a) use and refine skills and procedures needed to operate various technologies;

(b) develop competence with basic system and tool set-up, technical terminology, and basic care and maintenance; and

(c) develop trouble shooting strategies to solve operations problems (e.g., lost files, equipment failures).

10.54.7513 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for technology content standard 1 for a student upon graduation is the ability to:

(a) use and enhance an established repertoire of skills and procedures as needed to operate various technologies;

(b) demonstrate competence with basic system and tool set-up, technical terminology, and basic care and maintenance; and

(c) use and refine trouble shooting strategies to solve technical operations problems.

10.54.7514 through 10.54.7519 reserved

10.54.7520 TECHNOLOGY CONTENT STANDARD 2 (1) To satisfy the requirements of technology content standard 2, a student must use a variety of technologies to enhance productivity.

10.54.7521 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for technology content standard 2 for a student at the end of grade 4 is the ability to:

(a) develop skills to enhance performance and ease task completion (e.g., word processing, calculating, graphing, imaging);

(b) develop and present a project using technology; and

(c) choose appropriate technology for a task.

10.54.7522 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for technology content standard 2 for a student at the end of grade 8 is the ability to:

(a) refine skills to enhance performance and ease task completion (e.g., programming, authoring, editing);

(b) apply technology in designing, developing, and presenting a project; and

(c) compare technologies and select the best one for a task.

10.54.7523 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for technology content standard 2 for a student upon graduation is the ability to:

(a) apply sophisticated skills and strategies to enhance performance and ease task completion;

(b) integrate technology in designing, developing, presenting, and managing projects; and

(c) analyze and evaluate a variety of technologies and match the best technology to a task.

10.54.7524 through 10.54.7529 reserved

10.54.7530 TECHNOLOGY CONTENT STANDARD 3 (1) To satisfy the requirements of technology content standard 3, a student must use a variety of technologies for communication.

10.54.7531 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for technology content standard 3 for a student at the end of grade 4 is the ability to:

(a) use multiple communication technologies to fulfill a variety of purposes; and

(b) explore online telecommunications tools.

10.54.7532 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for technology content standard 3 for a student at the end of grade 8 is the ability to:

(a) identify and use telecommunications tools to exchange ideas and information with others (e.g., geographic information system map, web page); and

(b) identify and use telecommunications tools to participate in online projects.

10.54.7533 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for technology content standard 3 for a student upon graduation is the ability to:

(a) select and apply telecommunications tools to exchange ideas and information (e.g., geographic information system map, multimedia presentation, web page); and

(b) use telecommunications tools to participate in collaborative online projects.

10.54.7534 through 10.54.7539 reserved

10.54.7540 TECHNOLOGY CONTENT STANDARD 4 (1) To satisfy the requirements of technology content standard 4, a student must use technology responsibly and understand its impact on individuals and society.

10.54.7541 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for technology content standard 4 for a student at the end of grade 4 is the ability to:

(a) safely use various technologies (e.g., internet, software, computers);

(b) demonstrate ethical technology use (e.g., fair use, ownership); and

(c) identify some impacts of technology on people.

10.54.7542 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for technology content standard 4 for a student at the end of grade 8 is the ability to:

(a) safely use various technologies (e.g., e-mail, chat software, tools);

(b) develop a personal code of standards for ethical technology use (e.g., privacy, copyright, etiquette); and

(c) compare the present and future impacts of technology on people and the environment.

10.54.7543 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for technology content standard 4 for a student upon graduation is the ability to:

(a) safely use various technologies (e.g., robotics, work place tools);

(b) model and exemplify a high standard of ethics for the uses of technology (e.g., privacy, intellectual property); and

(c) evaluate the present and future impacts of technology on society, economy, and the environment.

10.54.7544 through 10.54.7549 reserved

10.54.7550 TECHNOLOGY CONTENT STANDARD 5 (1) To satisfy the requirements of technology content standard 5, a student must develop the skills, knowledge, and abilities to apply a variety of technologies to conduct research, manage information, make decisions, and solve problems.

10.54.7551 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 5 FOR END OF GRADE 4 (1) The benchmark for technology content standard 5 for a student at the end of grade 4 is the ability to:

(a) ask questions and use technology to find answers;

(b) use various technologies to identify sources and access information; and
(c) identify information from technical sources and communicate findings.

10.54.7552 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The benchmark for technology content standard 5 for a student at the end of grade 8 is the ability to:
(a) ask questions and use technology resources to solve problems;
(b) use various technologies and develop strategies to assess the quality of sources and information; and
(c) organize information from technical sources and communicate findings.

10.54.7553 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 5 UPON GRADUATION (1) The benchmark for technology content standard 5 for a student upon graduation is the ability to:
(a) ask questions and use technology resources for self-directed learning and problem solving;
(b) evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information; and
(c) organize and analyze information from technical sources and communicate findings.

10.54.7554 through 10.54.7559 reserved

10.54.7560 TECHNOLOGY CONTENT STANDARD 6 (1) To satisfy the requirements of technology content standard 6, a student must apply technological abilities and knowledge to construct new personal understanding.

10.54.7561 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 6 FOR END OF GRADE 4 (1) The benchmark for technology content standard 6 for a student at the end of grade 4 is the ability to:
(a) apply existing information to develop personal understanding;
(b) create original work using various technologies;
(c) apply a variety of technologies to investigate a problem within a content area; and
(d) apply personal understanding and technologies to solve a problem.

10.54.7562 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 6 FOR END OF GRADE 8 (1) The benchmark for technology content standard 6 for a student at the end of grade 8 is the ability to:
(a) analyze and apply existing information to generate personal understanding;
(b) create a collection of original work using various technologies;
(c) apply a variety of technologies to investigate problems across content areas; and
(d) apply personal understanding and technologies to develop an invention or original solution to an authentic problem.

10.54.7563 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 6 UPON GRADUATION (1) The benchmark for technology content standard 6 for a student upon graduation is the ability to:
(a) analyze and evaluate existing information to generate personal understanding;
(b) create a portfolio of original work using various technologies;
(c) evaluate and apply a variety of technologies to investigate complex problems in multidisciplinary contexts; and
(d) apply and evaluate personal understanding to develop an invention or innovative solution to an authentic problem.

10.54.7564 through 10.54.7586 reserved

10.54.7587 ADVANCED TECHNOLOGY PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the advanced level in technology demonstrates superior performance. He/she:
(a) demonstrates an understanding of the overall operations and responsible use of technologies and explores advanced concepts;
(b) uses technology to accomplish the task in an effective and efficient manner;
(c) uses technology eagerly to communicate understanding;
(d) identifies impacts of technologies on society and uses technology ethically and safely;
(e) independently and enthusiastically seeks information from technological sources, and thoroughly communicates the information through an original product; and

(f) confidently applies technological skills to create original work and solve problems in multidisciplinary contexts.

10.54.7588 PROFICIENT TECHNOLOGY PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the proficient level in technology demonstrates solid academic performance. He/she:

(a) demonstrates understanding of the overall operations and responsible use of appropriate technologies;

(b) identifies and chooses appropriate technology to complete the task;

(c) uses technology to communicate understanding;

(d) recognizes impacts of technology on society and uses technologies ethically and safely;

(e) finds information from technological sources and communicates the information through an original product; and

(f) uses technological skills to create original work and solve problems in multidisciplinary contexts.

10.54.7589 NEARING PROFICIENCY TECHNOLOGY PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the nearing proficiency level in technology demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in technology. He/she:

(a) demonstrates a basic understanding of the overall operations and responsible use of appropriate technologies;

(b) identifies and, with assistance, chooses technology for the task;

(c) uses technology, with assistance, to communicate understanding;

(d) recognizes the obvious impacts of technology on society and usually uses technologies ethically and safely;

(e) finds information, with assistance, and communicates the information through a product; and

(f) uses technological skills, with assistance, to create a product or solve a problem in a content area.

10.54.7590 NOVICE TECHNOLOGY PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the novice level in technology is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in technology. He/she:

(a) demonstrates limited understanding of the overall operations and responsible use of appropriate technologies;

(b) seldom identifies or uses technology for a task;

(c) uses technology, with assistance, to communicate;

(d) seldom recognizes the impacts of technology on society and needs to be reminded to use technologies ethically and safely;

(e) finds information and, with assistance, communicates the information through a simple product; and

(f) has difficulty using limited technological skills to create a product or solve a problem.

10.54.7591 ADVANCED TECHNOLOGY PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the advanced level in technology demonstrates superior performance. He/she:

(a) applies thorough understanding of the overall operations and responsible use of technologies, and pursues advanced concepts;

(b) integrates technology into most phases of projects by consistently and effectively matching technologies to the task;

(c) identifies and uses technology to efficiently communicate and collaborate in a variety of ways;

(d) thoughtfully identifies the impact of technology on society and consistently uses technologies ethically and safely;

(e) applies information about available technologies to locate useful information, and thoughtfully communicates findings through a well-developed original product; and

(f) independently evaluates and applies technological skills to create original work and/or solve problems in multidisciplinary contexts.

10.54.7592 PROFICIENT TECHNOLOGY PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the proficient level in technology demonstrates solid academic performance. He/she:

(a) demonstrates clear understanding of the overall operations and responsible use of technologies, and explores new concepts;

(b) integrates technology into most phases of projects by matching technologies to the task;

(c) identifies and uses communication technology to communicate and collaborate in a variety of ways;

(d) identifies the impact of technology on society and uses technologies ethically and safely;

(e) uses information about available technologies to locate useful information, and communicates findings through an original product; and

(f) applies technological skills to create original work and/or solve problems in multidisciplinary contexts.

10.54.7593 NEARING PROFICIENCY TECHNOLOGY PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the nearing proficiency level in technology demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in technology. He/she:

(a) demonstrates a basic understanding of the overall operations and responsible use of appropriate technologies, and sometimes explores new concepts;

(b) integrates technology, with assistance, into obvious phases of projects and sometimes identifies technologies for the task;

(c) identifies and, with assistance, uses technology to communicate and collaborate;

(d) sometimes identifies the impact of technology on society but most often uses technologies ethically and safely;

(e) finds information from technological sources and, with assistance, communicates the information through a product; and

(f) sometimes uses technological skills to create a product or solve a basic problem in content area.

10.54.7594 NOVICE TECHNOLOGY PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the novice level in technology is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in technology. He/she:

(a) demonstrates a limited understanding of the overall operations and responsible use of appropriate technologies;

(b) has difficulty selecting or using technology in projects;

(c) seldom uses technology to communicate;

(d) has limited understanding of the impact of technology on society, and needs to be reminded to use technologies ethically and safely;

(e) finds information from technological sources and, with assistance, communicates the information through a simple product; and

(f) has difficulty using technological skills to complete a product or solve a basic problem in a content area.

10.54.7595 ADVANCED TECHNOLOGY PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student advanced in the use of technology demonstrates superior performance. He/she:

(a) evaluates and applies appropriate technology skills and procedures and pursues advanced concepts and operations;

(b) independently and effectively integrates technology into all phases of projects, and skillfully matches technologies to the task;

(c) independently and routinely uses the most effective technologies to thoughtfully and purposefully communicate and collaborate in a variety of ways;

(d) consistently evaluates the impact of technology on society and always uses technologies ethically and safely;

(e) effectively applies information about available technologies to locate information, to analyze and evaluate the information, and to thoroughly communicate findings through an original and complex product; and

(f) independently and routinely analyzes, evaluates, and applies technological skills to create original work and solve problems in multidisciplinary contexts.

10.54.7596 PROFICIENT TECHNOLOGY PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student proficient with technology demonstrates solid academic performance. He/she:

(a) applies appropriate technology skills and procedures, and explores increasingly complex concepts and operations;

(b) integrates technology into most phases of projects, selecting appropriate technologies for the task;

(c) demonstrates independence in using technologies to effectively communicate and collaborate in a variety of ways;

(d) evaluates the impact of technology on society and uses technologies ethically and safely;

(e) applies information about available technologies to locate information, to analyze and evaluate the information, and to organize the information to effectively communicate through an original product; and

(f) typically evaluates and applies technological skills to create original work and solve problems in multidisciplinary contexts.

10.54.7597 NEARING PROFICIENCY TECHNOLOGY PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student nearing proficiency in the use of technology demonstrates partial mastery of prerequisite knowledge and skills. He/she:

(a) often applies skills and procedures, and sometimes explores new concepts and operations;

(b) integrates technology, with assistance, in obvious phases of projects, and sometimes selects the appropriate technologies for the task;

(c) demonstrates limited independence in using technologies to communicate and collaborate;

(d) sometimes evaluates the impact of technology on society and uses technologies ethically and safely;

(e) uses technology to locate some information and to organize the information to communicate through a product; and

(f) sometimes evaluates and uses technological skills to create a project or solve a problem in a content area.

10.54.7598 NOVICE TECHNOLOGY PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level in the use of technology is beginning to attain prerequisite knowledge and skills. He/she:

(a) uses limited skills and procedures to identify and sometimes explore new concepts and operations;

(b) selects and uses technology in some phases of projects with assistance;

(c) uses technologies, with assistance, to communicate ideas and information;

(d) seldom considers the impact of technology on society, and inconsistently uses technologies ethically and safely;

(e) identifies, with assistance, the need for information, selects and uses technologies to locate some of the information needed, and simply organizes the information to communicate in a limited way; and

(f) uses technologies in a limited way to complete an assignment or solve a simple problem in a specific content area.

Sub-Chapters 76 through 84 Reserved

Career and Vocational/Technical Education Content and Performance Standards

10.54.8011 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 1 (1) To satisfy the requirements of career and vocational/technical education content standard 1, a student must experience various career opportunities and assess personal career pathways.

10.54.8011 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 1 FOR END OF BENCHMARK 1 (1) The benchmark for career and vocational/technical education content standard 1 for a student at the end of benchmark 1 (by the end of 8th grade) is the ability to:

(a) describe and demonstrate the importance of goal setting and career and life planning;

(b) explore and investigate career opportunities; and

(c) describe various lifetime roles (e.g., friend, student, leader, worker, family member).

10.54.8012 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 1 FOR END OF BENCHMARK 2 (1) The benchmark for career and vocational/technical education content standard 1 for a student at the end of benchmark 2 (grades 9 through 12 is the ability to:

(a) explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative career and life goals;

(b) utilize local resources to research career plans, and

(c) recognize the interrelationships of family, community, career, and leisure roles

10.54.8013 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 1 FOR END OF BENCHMARK 3 (1) The benchmark for career and vocational/technical education content standard 1 for a student at the end of benchmark 3 (concentrators) is the ability to:

(a) develop, evaluate, and modify personal career and life plans;

(b) gain practical experience related to one's career plan (e.g., internship, job shadow, work experience

[authentic, simulated, virtual], career comparisons; and

(c) evaluate career choices and the effect on family and lifestyle.

10.54.8020 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 2 (1) To satisfy the requirements of career and vocational/technical education content standard 2, a student must demonstrate an understanding of and ability to apply principles of resource management (i.e., financial, time, and personal management).

10.54.8021 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 2 FOR END OF BENCHMARK 1 (1) The benchmark for career and vocational/technical education content standard 2 for a student at the end of benchmark 1 (by the end of 8th grade) is the ability to:

(a) use basic monetary skills, practice maintaining basic financial records;

(b) follow detailed instructions and complete assignment (e.g., project/time management);

(c) recognize time constraints (e.g., personal time); and

(d) recognize limitations on physical resources.

10.54.8022 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 2 FOR END OF BENCHMARK 2 (1) The benchmark for career and vocational/technical education content standard 2 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:

(a) prepare a budget and keep financial records;

(b) prioritize, allocate time, and prepare and follow schedules to complete a project;

(c) apply appropriate time to task; and

(d) use physical resources wisely to accomplish a goal.

10.54.8023 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 2 FOR END OF BENCHMARK 3 (1) The benchmark for career and vocational/technical education content standard 2 for a student at the end of benchmark 3 (concentrators) is the ability to:

(a) prepare and analyze financial plans, make forecasts, make adjustments to meet objectives, and evaluate financial records;

(b) select, design, complete, and evaluate a project (e.g., manage multiple facets of a project);

(c) manage multiple priorities and assess effectiveness of outcomes (e.g., school, work, family); and

(d) evaluate the use of physical resources.

10.54.8030 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 3 (1) To satisfy the requirements of career and vocational/technical education content standard 3, a student must acquire and utilize personal and leadership skills to become a successful, productive citizen.

10.54.8031 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 3 FOR END OF BENCHMARK 1 (1) The benchmark for career and vocational/technical education content standard 3 for a student at the end of benchmark 1 (by the end of 8th grade) is the ability to:

(a) serve as a positive role model by following the rules and management strategies for school, family, and community;

(b) identify personal and work ethics;

(c) recognize characteristics of good citizenship;

(d) identify methods that can increase a person's self-esteem;

(e) observe and recognize diversity; and

(f) describe several methods of communication.

10.54.8032 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 3 FOR END OF BENCHMARK 2 (1) The benchmark for career and vocational/technical education content standard 3 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:

(a) demonstrate active leadership skills by participation in group activities and projects;

(b) demonstrate positive personal and work ethics;

(c) demonstrate skills to be a productive citizen;

(d) apply self-esteem building practices;

(e) demonstrate appreciation for diverse perspective needs and characteristics; and

(f) practice several methods of effective communication.

10.54.8033 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 3 FOR END OF BENCHMARK 3 (1) The benchmark for career and vocational/technical education content standard 3 for a student at the end of benchmark 3 (concentrators) is the ability to:

(a) assume a leadership role (e.g., team leader, career and technical student organization officer, committee chair);

(b) evaluate, compare, and contrast positive personal and work ethics;

(c) implement and evaluate a successful, productive citizenship activity (i.e., community service project);

(d) select methods to constructively build esteem in others as well as self;

(e) respect differences and work well with individuals from diverse backgrounds and philosophies; and

(f) utilize multiple communication methods to complete a class project.

10.54.8040 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 4 (1) To satisfy the requirements of career and vocational/technical education content standard 4, a student must acquire and demonstrate current technical skills leading to an occupation.

10.54.8041 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 4 FOR END OF BENCHMARK 1 (1) The benchmark for career and vocational/technical education content standard 4 for a student at the end of benchmark 1 (by the end of 8th grade) is the ability to:

(a) identify appropriate technical skills required for selected occupation;

(b) practice safe and appropriate use of technology;

(c) identify and use the appropriate tools and equipment for the task;

(d) identify and demonstrate appropriate care of technological tools; and

(e) follow basic technical instruction.

10.54.8042 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 4 FOR END OF BENCHMARK 2 (1) The benchmark for career and vocational/technical education content standard 4 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:

(a) practice technical skills and procedures required for an occupation;

(b) practice safe and appropriate use of technology;

(c) select the appropriate tools, equipment, and procedures for the task;

(d) manage and maintain technological tools and follow troubleshooting protocol; and

(e) apply technical information to a variety of sources.

10.54.8043 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 4 FOR END OF BENCHMARK 3 (1) The benchmark for career and vocational/technical education content standard 4 for a student at the end of benchmark 3 (concentrators) is the ability to:

(a) master the technical skills required for an entry level job or advanced training;

(b) practice safe and appropriate use of technology;

(c) master tools and equipment needed for an entry level job or advanced training;

(d) manage and maintain technological systems and follow troubleshooting protocol; and

(e) adapt technical information generated from a variety of technical sources.

10.54.8050 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 5 (1) To satisfy the requirements of career and vocational/technical education content standard 5, a student must know and demonstrate the requirements of the workplace through authentic application.

10.54.8051 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 5 FOR END OF BENCHMARK 1 (1) The benchmark for career and vocational/technical education content standard 5 for a student at the end of benchmark 1 (by the end of 8th grade) is the ability to:

(a) apply academic and technical skills to a class project;

(b) identify the concepts of entrepreneurship;

(c) describe how decisions affect self and others; and

(d) use appropriate equipment and processes reflecting industry standards for school setting or other learning environment.

10.54.8052 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 5 FOR END OF BENCHMARK 2 (1) The benchmark for career and vocational/technical education content standard 5 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:

(a) practice and demonstrate academic and technical skills in a workplace setting;

(b) apply the concepts of entrepreneurship;

(c) identify possible outcomes and consequences of decisions; and

(d) use appropriate equipment and processes reflecting industry standards in school setting or other learning environment.

10.54.8053 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 5 FOR END OF BENCHMARK 3 (1) The benchmark for career and vocational/technical education content standard 5 for a student at the end of benchmark 3 (concentrators) is the ability to:

(a) transfer academic and technical skills to the level of industry standards;

(b) evaluate and/or design components of a business plan;

(c) demonstrate decision-making and problem-solving skills; and

(d) use appropriate equipment and processes reflecting industry standards in school setting or other learning environment.

10.54.8087 ADVANCED CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 1 (1) An eighth-grade student at the advanced level in career and vocational/technical education demonstrates superior performance. He/she:

(a) consistently and independently demonstrates the skills needed to research a career and identify a life goal;

(b) consistently identifies and uses all available resources;

(c) consistently demonstrates the skills needed to become a successful, productive citizen;

(d) consistently identifies and uses technical skills, tools, and equipment for a task; and

(e) consistently and independently applies appropriate equipment and processes to a classroom project.

10.54.8088 PROFICIENT CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 1 (1) An eighth-grade student at the proficient level in career and vocational/technical education demonstrates solid academic performance. He/she:

(a) demonstrates the skills needed to research a career and identify a life goal;

(b) identifies all available resources;

(c) usually recognizes the skills needed to become a successful, productive citizen;

(d) usually identifies and uses technical skills, tools, and equipment for a task; and

(e) usually applies appropriate equipment and processes to a classroom project.

10.54.8089 NEARING PROFICIENCY CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 1 (1) An eighth-grade student at the nearing proficiency level in career and vocational/technical education demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in career and vocational/technical education. He/she:

(a) usually demonstrates the skills needed to research a career and, with guidance, identifies a life goal;

(b) usually identifies all available resources;

(c) sometimes identifies the skills needed to become a successful, productive citizen;

(d) sometimes identifies and uses technical skills, tools, and equipment for a task; and

(e) with assistance, applies appropriate equipment and processes to a classroom project.

10.54.8090 NOVICE CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 1 (1) An eighth-grade student at the novice level in career and vocational/technical education is beginning to attain prerequisite knowledge and skills that are fundamental in career and vocational/technical education. He/she:

(a) sometimes demonstrates the skills needed to research a career, but has difficulty identifying a life goal;

(b) sometimes identifies all available resources;

(c) rarely identifies the skills needed to become a successful, productive citizen;

(d) seldom identifies and uses technical skills, tools, and equipment for a task; and

(e) with difficulty, applies appropriate equipment and processes to a classroom project.

10.54.8091 ADVANCED CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 2 (1) A high school student completing one course in career and vocational/technical education at the advanced level demonstrates superior performance. He/she:

(a) clearly utilizes local resources and identifies his/her interests, aptitudes, and personal needs as related to career and life plans;

(b) consistently uses resources and applies principles of resource management;

(c) consistently demonstrates leadership and citizenship skills;

(d) consistently uses and demonstrates advanced technical skills and problem-solving; and

(e) effectively applies the concepts of an entrepreneur and technical skills to a workplace setting.

10.54.8092 PROFICIENT CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 2 (1) A high school student completing one course in career and vocational/technical education at the proficient level demonstrates solid academic performance. He/she:

(a) usually utilizes local resources and identifies his/her interests, aptitudes, and personal needs as related to career and life plans;

(b) usually uses resources and applies basic principles of resource management;

(c) usually demonstrates leadership and citizenship skills in classroom activities;

(d) usually demonstrates advanced technical skills and problem-solving; and

(e) applies the concepts of an entrepreneur and technical skills to a workplace setting.

10.54.8093 NEARING PROFICIENCY CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 2 (1) A high school student completing one course in career and vocational/technical education at the nearing proficiency level demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in career and vocational/technical education. He/she:

(a) sometimes locates local resources and identifies his/her interests, aptitudes, and personal needs as related to career and life plans;

(b) sometimes uses resources and applies principles of resource management;

(c) sometimes demonstrates leadership and citizenship skills in classroom activities;

(d) sometimes demonstrates advanced technical skills and problem-solving; and

(e) sometimes applies the concepts of an entrepreneur and technical skills to a workplace setting.

10.54.8094 NOVICE CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 2 (1) A high school student completing one course in career vocational/technical education at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental for proficiency in career and vocational/technical education. He/she:

(a) with assistance, finds local resources and identifies his/her interests, aptitudes, and personal needs as related to career and life plans;

(b) with assistance, uses resources and applies principles of resource management;

(c) rarely demonstrates leadership and citizenship skills;

(d) rarely demonstrates advanced technical skills and problem-solving; and

(e) rarely applies the concepts of an entrepreneur and technical skills to a workplace setting.

10.54.8095 ADVANCED CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 3 (1) A graduating student and vocational concentrator at the advanced level in career and vocational/technical education demonstrates superior performance. He/she:

(a) purposefully develops and evaluates a career and life plans that includes work experience;

(b) consistently manages and evaluates resource use;

(c) readily assumes leadership roles and is a productive citizen;

(d) masters current technical skills, tools, and equipment for an entry level job or advanced training; and

(e) independently transfers academic and technical skills to practical experience related to his/her career and life plans.

10.54.8096 PROFICIENT CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 3 (1) A graduating student and vocational concentrator at the proficient level in career and vocational/technical education demonstrates solid academic performance. He/she:

(a) completes career and life plans that include work experience;

(b) manages and evaluates resource use;

(e) often transfers academic and technical skills to industry standards practical experience related to his/her career and life plans.

10.54.8097 NEARING PROFICIENCY CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 3 (1) A graduating student and vocational concentrator at the nearing proficiency level in career and vocational/technical education demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in career and vocational/technical education. He/she:

(a) develops partial career and/or life plans that include work experience;

(b) sometimes manages and evaluates resource use;

(c) sometimes assumes leadership roles and is a productive citizen;

(d) sometimes demonstrates current technical skills, tools, and equipment for an entry level job or advanced training; and

(e) with assistance, transfers academic and technical skills to practical experience related to his/her career and/or life plans.

10.54.8098 NOVICE CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 3 (1) A graduating student and vocational concentrator at the novice level in career and vocational/technical education is beginning to attain prerequisite knowledge and skills that are fundamental in career and vocational/technical education. He/she:

(a) rarely develops complete career and/or life plans;

(b) seldom manages and evaluates resource use;

(c) rarely assumes leadership roles and is a productive citizen;

(d) has difficulty with current technical skills, tools, and equipment for an entry level job or advanced training; and

(e) struggles to transfer academic and technical skills to practical experience related to his/her career and/or life plans.

World Languages Content and Performance Standards

To relate in a meaningful way to another human being one must be able to communicate. Studying world languages, whether modern, classical or Native American, enormously increases one's ability to understand culture and to see connections.

These standards reflect the reality of language offerings in Montana today, and also envision the future of world languages for Montana's students in K-12 language learning programs. All students are *capable of learning a second language. Language learning should start early and be a sequential process leading to enjoyable lifelong learning. The earlier a student begins language learning, the more proficient the learner becomes.*

***Language and communication are at the heart of the human experience. [Montana] must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non-English-speaking backgrounds should also have opportunities to develop further proficiencies in their first language. To study another language and culture gives one the powerful key to successful communication:* Knowing how, when, and why to say what to whom.**

(From *Standards for Foreign Language Learning: Preparing for the 21st Century*, EMC Publishing, 1996.)

Classical languages and some American Indian languages will often have a different communication focus than modern languages. The standards and benchmarks, designed to encompass all aspects of language learning, are applied as they fit the recognized purpose of the study of a particular language. Oral proficiency is not the major outcome of studying a classical language nor are reading and writing primary outcomes in learning all American Indian languages.

10.54.8501 through 10.54.8509 reserved

10.54.8510 WORLD LANGUAGES CONTENT STANDARD 1 (1) To satisfy the requirements of world languages content standard 1, a student must engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

10.54.8511 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 1 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 1 for a student at the end of benchmark 1 is the ability to:

(a) express feelings, likes, and dislikes;
(b) respond in one-on-one interactions;
(c) create simple descriptions of people and things within a context;
(d) express agreement and disagreement; and
(e) express basic needs.

10.54.8512 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 1 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 1 for a student at the end of benchmark 2 is the ability to:

(a) qualify feelings, likes, and dislikes;
(b) exchange information using appropriate gestures;
(c) create detailed descriptions within a context;
(d) describe a problem and suggest and recommend solutions; and
(e) elaborate on needs and interact in basic survival situations.

10.54.8513 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 1 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 1 for a student at the end of benchmark 3 is the ability to:

(a) exchange personal ideas and support them;
(b) initiate, sustain, and conclude conversations appropriate to the setting on a variety of topics;
(c) create more elaborate descriptions and add opinions;
(d) collaborate and compromise to develop, propose, and negotiate solutions; and
(e) manage unforeseen situations.

10.54.8514 through 10.54.8519 reserved

10.54.8520 WORLD LANGUAGES CONTENT STANDARD 2 (1) To satisfy the requirements of world languages content standard 2, a student must understand and interpret spoken and/or written language on a variety of topics.

10.54.8521 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 2 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 2 for a student at the end of benchmark 1 is the ability to:

(a) identify people and objects using aural, visual, and contextual cues;
(b) comprehend and respond appropriately to simple oral and written communications; and
(c) read and respond to developmentally appropriate material and identify the main idea.

10.54.8522 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 2 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 2 for a student at the end of benchmark 2 is the ability to:

(a) respond appropriately to complex aural, visual, written, or contextual cues;
(b) comprehend and respond appropriately to complex oral and written communications; and
(c) interpret the main idea and significant details from authentic materials and literary samples.

10.54.8523 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 2 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 2 for a student at the end of benchmark 3 is the ability to:

(a) analyze information based on complex aural, visual, written, or contextual cues;
(b) comprehend and respond appropriately to oral and written communications intended for native speakers; and
(c) interpret and analyze relationships, sequences, mood, cause and effect, and applied meaning in authentic materials and literary samples.

10.54.8524 through 10.54.8529 reserved

10.54.8530 WORLD LANGUAGES CONTENT STANDARD 3 (1) To satisfy the requirements of world languages content standard 3, a student must convey information, concepts, and ideas to listeners and/or readers for a variety of purposes.

10.54.8531 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 3 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 3 for a student at the end of benchmark 1 is the ability to:

(a) give directions, commands, and instructions;
(b) give a description orally and/or in writing using simple phrases;
(c) write a personal communication (e.g., note, letter, invitation); and
(d) summarize main idea of selected authentic and/or contextualized material.

10.54.8532 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 3 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 3 for a student at the end of benchmark 2 is the ability to:

(a) explain a process based on prior knowledge and/or experience;
(b) give a description orally and/or in writing using complex sentences;
(c) produce formal and informal written and/or oral communication; and
(d) interpret information from authentic material for an audience.

10.54.8533 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 3 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 3 for a student at the end of benchmark 3 is the ability to:

(a) explain a complex process incorporating detailed instructions;
(b) give a description orally and in writing using complex, detailed paragraphs;
(c) produce a written sample to convey a mood, implied meaning, or abstract idea; and
(d) create an analysis of authentic media or literary samples and present it to an audience.

10.54.8534 through 10.54.8539 reserved

10.54.8540 WORLD LANGUAGES CONTENT STANDARD 4 (1) To satisfy the requirements of world languages content standard 4, a student must demonstrate an understanding of the relationship between the perspectives, practices, and products/contributions of cultures studied, and use this knowledge to interact effectively in cultural contexts.

10.54.8541 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 4 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 4 for a student at the end of benchmark 1 is the ability to:

(a) identify significant cultural perspectives and practices;
(b) recognize and interpret language and behaviors that reflect the culture;
(c) identify objects, images, symbols, products, and other contributions of the culture; and
(d) identify the expressive forms of the culture (e.g., art, architecture, music, dance).

10.54.8542 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 4 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 4 for a student at the end of benchmark 2 is the ability to:

(a) describe cultural characteristics and behaviors of everyday life (e.g., social and geographic factors);
(b) produce language and behaviors appropriate to the culture;
(c) explain objects, images, symbols, products, and other contributions of the culture; and
(d) describe and discuss the expressive forms of the culture (e.g., art, architecture, music, dance).

10.54.8543 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 4 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 4 for a student at the end of benchmark 3 is the ability to:

(a) analyze the development of different cultural practices (e.g., social and geographic factors);
(b) apply language and behaviors that reflect the culture in an authentic situation;

(c) analyze and evaluate the cultural significance of objects, images, symbols, products, and other contributions of the culture; and

(d) analyze and evaluate the expressive forms of the culture (e.g., art, architecture, music, dance).

10.54.8544 through 10.54.8549 reserved

10.54.8550 WORLD LANGUAGES CONTENT STANDARD 5 (1) To satisfy the requirements of world languages content standard 5, a student must reinforce and increase his/her knowledge of other disciplines through world languages.

10.54.8551 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 5 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 5 for a student at the end of benchmark 1 is the ability to:

(a) identify and apply, within a familiar context, information and skills shared by the language classroom and other disciplines; and

(b) identify, through world language resources, information for use in other disciplines.

10.54.8552 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 5 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 5 for a student at the end of benchmark 2 is the ability to:

(a) transfer and apply, within a designated context, information and skills common to the language classroom and other disciplines; and

(b) analyze information gathered through world language resources for use in other disciplines.

10.54.8553 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 5 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 5 for a student at the end of benchmark 3 is the ability to:

(a) apply, within an unfamiliar context, information and skills common to the language classroom and other disciplines; and

(b) locate authentic language resources and synthesize information for use in other disciplines.

10.54.8554 through 10.54.8559 reserved

10.54.8560 WORLD LANGUAGES CONTENT STANDARD 6 (1) To satisfy the requirements of world languages content standard 6, a student must acquire information and perspectives through authentic materials in the world languages and within the cultures.

10.54.8561 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 6 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 6 for a student at the end of benchmark 1 is the ability to:

(a) gather information from sources intended for native speakers of the language; and

(b) use authentic sources to identify perspectives of world cultures.

10.54.8562 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 6 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 6 for a student at the end of benchmark 2 is the ability to:

(a) analyze and apply information from sources intended for native speakers of the language; and

(b) use authentic sources to analyze perspectives of world cultures.

10.54.8563 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 6 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 6 for a student at the end of benchmark 3 is the ability to:

(a) acquire and synthesize information from sources intended for native speakers of the language; and

(b) use authentic sources to synthesize perspectives of world cultures.

10.54.8564 through 10.54.8569 reserved

10.54.8570 WORLD LANGUAGES CONTENT STANDARD 7 (1) To satisfy the requirements of world languages content standard 7, a student must recognize that different languages use different patterns and apply this knowledge to his/her own language.

10.54.8571 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 7 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 7 for a student at the end of benchmark 1 is the ability to:

(a) identify sound patterns of the target language and compare them to the student's own language;
(b) identify structural patterns of the target language;
(c) identify idiomatic expressions of the target language; and
(d) identify connections among languages.

10.54.8572 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 7 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 7 for a student at the end of benchmark 2 is the ability to:

(a) apply, within limited contexts, sound patterns of the target language;
(b) apply, within limited contexts, structural patterns of the target language;
(c) compare and contrast idiomatic expressions of the target language and the student's own language; and
(d) explain the changing nature of languages.

10.54.8573 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 7 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 7 for a student at the end of benchmark 3 is the ability to:

(a) apply, in a variety of contexts, sound patterns of the target language;
(b) use knowledge of structural patterns in both the target language and the student's own language to communicate effectively;
(c) use idiomatic expressions of the target language in the correct context; and
(d) describe how languages influence each other.

10.54.8574 through 10.54.8579 reserved

10.54.8580 WORLD LANGUAGES CONTENT STANDARD 8 (1) To satisfy the requirements of world languages content standard 8, a student must demonstrate understanding of the concept of culture through comparisons of the cultures studied and his/her own.

10.54.8581 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 8 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 8 for a student at the end of benchmark 1 is the ability to recognize similarities and differences, including behavior patterns, among target cultures and the student's own culture using evidence from authentic sources.

10.54.8582 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 8 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 8 for a student at the end of benchmark 2 is the ability to analyze similarities and differences, including behavior patterns, among target cultures and the student's own culture using evidence from authentic sources.

10.54.8583 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 8 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 8 for a student at the end of benchmark 3 is the ability to:

(a) analyze and explain significance of similarities and differences among target cultures and the student's own culture using evidence from authentic sources; and
(b) use knowledge of similar and different behavioral patterns to interact effectively in a variety of social contexts in target cultures and the student's own culture.

10.54.8584 through 10.54.8589 reserved

10.54.8590 WORLD LANGUAGES CONTENT STANDARD 9 (1) To satisfy the requirements of world languages content standard 9, a student must apply language skills and cultural knowledge in daily life.

10.54.8591 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 9 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 9 for a student at the end of benchmark 1 is the ability to:

(a) identify the target language in the student's daily life and share that knowledge with others;

(b) locate connections with the target culture through the use of technology, media, and authentic sources; and

(c) locate resources in the community to learn about the target culture.

10.54.8592 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 9 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 9 for a student at the end of benchmark 2 is the ability to:

(a) respond to the target language encountered in the student's daily life;

(b) establish connections with the target culture through the use of technology, media, and authentic sources; and

(c) interact with members of the community to research the target culture.

10.54.8593 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 9 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 9 for a student at the end of benchmark 3 is the ability to:

(a) interact appropriately in the target language in real-life situations;

(b) maintain connections with the target culture through the use of technology, media, and authentic sources; and

(c) collaborate and use resources in the community to research the target culture.

10.54.8601 through 10.54.8606 reserved

10.54.8607 ADVANCED WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 1 (1) A student at the end of benchmark 1, at the advanced level of world languages demonstrates superior performance. He/she:

(a) initiates conversations, on familiar topics, comprehensible to a native speaker;

(b) comprehends and interprets main ideas from authentic material appropriate for his/her level;

(c) initiates communication orally and/or in writing for a variety of purposes and audiences;

(d) identifies significant cultural contributions of the target language culture;

(e) consistently recognizes culturally embedded behaviors and acts appropriately, within familiar contexts, target language knowledge and skills, and cultural understanding;

(f) eagerly uses authentic resources to identify culturally relevant information and perspectives;

(g) identifies sound and structural patterns of the target language and compares them to his/her first language;

(h) identifies and compares significant similarities and differences among target cultures with his/her culture; and

(i) identifies and expands understanding and information gained through world language study within and outside the classroom.

10.54.8608 PROFICIENT WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 1 (1) A student at the end of benchmark 1, at the proficient level of world languages demonstrates solid academic performance. He/she:

(a) initiates exchanges of simple information (e.g., likes and dislikes, descriptions, basic needs, familiar topics);

(b) comprehends main ideas from authentic material appropriate for his/her level;

(c) communicates orally and/or in writing for an assigned purpose and audience;

(d) identifies some significant cultural contributions of the target language culture;

(e) identifies, within familiar contexts, target language information and skills;

(f) uses authentic resources to recognize some cultural information and perspectives;

(g) recognizes sound and structural patterns of the target language and makes connections to his/her first language;

(h) identifies similarities and differences among target cultures with his/her culture; and

(i) identifies language and culture connections within and outside the classroom.

10.54.8609 NEARING PROFICIENCY WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 1 (1) A student at the end of benchmark 1, at the nearing proficiency level of world languages demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in world languages. He/she:

(a) exchanges simple information, with prompting, (e.g., likes and dislikes, basic needs, familiar topics);

(b) responds to repeated oral and/or written material appropriate for his/her level;

(c) communicates orally and/or in writing in limited situations;

(d) recognizes obvious cultural contributions of the target language culture;

(e) sometimes identifies, within familiar contexts, target language information and skills;

(f) uses, with assistance, authentic resources to recognize some cultural information and perspectives;

(g) sometimes recognizes sound and structural patterns of the target language and, with assistance, makes connections to his/her first language;

(h) identifies some similarities and differences among target cultures with his/her culture; and

(i) identifies, with assistance, some language and culture connections within and outside the classroom.

10.54.8610 NOVICE WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 1 (1) A student at the end of benchmark 1, at the novice level of world languages is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in world languages. He/she:

(a) exchanges basic information, with prompting, (e.g., likes and dislikes, basic needs);

(b) responds to some oral and/or written cues;

(c) attempts limited oral and/or written communication;

(d) recognizes, with assistance, obvious cultural contributions of the target language culture;

(e) seldom identifies, in any context, target language information and skills;

(f) has difficulty using authentic resources to recognize cultural information;

(g) seldom recognizes sound and structural patterns of the target language;

(h) identifies, with assistance, some similarities and differences among target cultures with his/her culture; and

(i) seldom recognizes language and culture connections.

10.54.8611 ADVANCED WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2 (1) A student at the end of benchmark 2, at the advanced level of world languages demonstrates superior performance. He/she:

(a) initiates and sustains conversations, on a variety of topics, comprehensible to a native speaker;

(b) consistently comprehends and interprets main ideas and supporting details from authentic material above his/her level;

(c) independently and routinely communicates verbally and/or in writing and easily elaborates on familiar topics in a variety of situations;

(d) analyzes and describes, in detail, significant cultural contributions of the target language culture;

(e) consistently analyzes and applies target language information and skills to other contexts;

(f) thoroughly examines and applies information and perspectives of world cultures using authentic sources;

(g) applies, in limited contexts, sound and structural patterns and idiomatic expressions of the target language, and compares target language to his/her first language;

(h) observes, analyzes, and explains significant similarities and differences among target cultures with his/her culture; and

(i) enhances classroom activities by independently seeking new information and illustrating language and culture connections.

10.54.8612 PROFICIENT WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2 (1) A student at the end of benchmark 2, at the proficient level of world languages demonstrates solid academic performance. He/she:

(a) exchanges information on familiar topics in survival situations verbally and/or in writing and usually understands and produces speech at normal speed;

(b) comprehends and interprets main ideas from authentic material appropriate for his/her level;

(c) communicates verbally and/or in writing and elaborates on familiar topics in survival situations;

(d) describes significant cultural contributions of the target language culture;

(e) analyzes and applies target language information and skills to designated contexts and other disciplines;

(f) investigates and applies information and perspectives of world cultures using authentic sources;

(g) applies, in limited contexts, sound and structural patterns and idiomatic expressions of the target language, and compares target language to his/her first language;

(h) observes and describes significant similarities and differences among target cultures with his/her culture; and

(i) contributes to classroom activities by finding and sharing language and culture connections.

10.54.8613 NEARING PROFICIENCY WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2 (1) A student at the end of benchmark 2, at the nearing proficiency level of world languages demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in world languages. He/she:

(a) often exchanges information on familiar topics in survival situations verbally and/or in writing and usually understands and produces speech at near-normal speed;

(b) identifies main ideas from material appropriate for his/her level;

(c) communicates verbally and/or in writing and sometimes elaborates on familiar topics in survival situations;

(d) describes some significant cultural contributions of the target language culture;

(e) applies limited target language information to other disciplines;

(f) investigates and applies information and common perspectives of world cultures;

(g) applies, in limited contexts, sound and structural patterns and idiomatic expressions of the target language, but has difficulty comparing target language to his/her first language;

(h) provides limited explanation of similarities and differences among target cultures with his/her culture; and

(i) sometimes contributes to classroom activities by finding and sharing language and culture connections.

10.54.8614 NOVICE WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2 (1) A student at the end of benchmark 2, at the novice level of world languages is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in world languages. He/she:

(a) exchanges predictable information verbally and/or in writing, and relies on questions or prompts to produce understandable language;

(b) identifies main ideas from familiar material appropriate for his/her level;

(c) describes familiar topics, but rarely elaborates on these topics in survival situations;

(d) describes some significant cultural contributions of the target language culture;

(e) seldom applies limited target language information to other disciplines;

(f) has difficulty applying information of world cultures;

(g) seldom applies, even in limited contexts, sound and structural patterns or idiomatic expressions of the target language to his/her first language;

(h) has difficulty identifying similarities and differences among target cultures with his/her culture; and

(i) rarely contributes to classroom activities.

10.54.8615 ADVANCED WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3 (1) A student at the end of benchmark 3, at the advanced level of world languages demonstrates superior performance. He/she:

(a) confidently initiates, sustains, and concludes conversations, in a variety of contexts, comprehensible to a native speaker;

(b) comprehends and responds to oral and/or written communication intended for a native speaker;

(c) adeptly uses a variety of language strategies to convey meaning in the target language;

(d) thoroughly analyzes and evaluates significant cultural contributions to effectively interact in authentic situations;

(e) integrates and consistently applies information and skills to familiar and unfamiliar contexts;

(f) independently acquires and integrates world cultures perspectives from authentic sources, and communicates new understanding;

(g) confidently applies, in a variety of contexts, sound and structural patterns and idiomatic expressions of the target language and his/her first language to communicate effectively;

(h) analyzes and explains significant similarities and differences among target cultures to interact effectively in a variety of contexts; and

(i) independently and enthusiastically extends classroom learning by seeking out language and culture connections and thoroughly communicating his/her findings.

10.54.8616 PROFICIENT WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3 (1) A student at the end of benchmark 3, at the proficient level of world languages demonstrates solid academic performance. He/she:

(a) initiates, sustains, and concludes conversations, in a variety of contexts, comprehensible to a native speaker;

(b) comprehends and responds to oral and/or written communication intended for a native speaker;

(c) consistently uses a variety of language strategies to convey meaning in the target language;

(d) analyzes and evaluates significant cultural contributions to effectively interact in authentic situations;

(e) integrates information from authentic sources and applies that information and skills to familiar and unfamiliar contexts;

(f) acquires and integrates world cultures information and perspectives from authentic sources;

(g) confidently applies, in a variety of contexts, sound and structural patterns and idiomatic expressions of the target language and his/her first language to communicate effectively;

(h) analyzes and explains significant similarities and differences among target cultures to interact effectively in a variety of contexts; and

(i) extends classroom learning by seeking out language and culture connections and by communicating his/her findings.

10.54.8617 NEARING PROFICIENCY WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3 (1) A student at the end of benchmark 3, at the nearing proficiency level of world languages demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in world languages. He/she:

(a) initiates, sustains, and concludes limited conversations comprehensible to a native speaker accustomed to non-native speakers;

(b) usually comprehends and responds to oral and/or written communication intended for a native speaker;

(c) uses some language strategies to convey meaning in the target language;

(d) identifies and analyzes significant cultural contributions, but needs assistance to effectively interact in authentic situations;

(e) sometimes integrates information from authentic sources and applies the information and skills to familiar contexts;

(f) acquires and integrates world cultures information and perspectives from authentic sources;

(g) applies, in limited contexts, sound and structural patterns, and idiomatic expressions of the target language and his/her first language;

(h) explains significant similarities and differences among target cultures, but has difficulty interacting effectively; and

(i) sometimes extends classroom learning by locating and sharing language and culture connections.

10.54.8618 NOVICE WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3 (1) A student at the end of benchmark 3, at the novice level of world languages is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in world languages. He/she:

(a) engages in limited conversations;

(b) usually comprehends and responds to familiar oral and/or written material;

(c) seldom uses language strategies to convey meaning in the target language;

(d) identifies significant cultural contributions, but seldom interacts in authentic situations;

(e) sometimes integrates predictable information from authentic sources but has difficulty applying the information;

(f) sometimes acquires, but seldom integrates world cultures information or perspectives from authentic sources;

(g) recognizes, in limited contexts, sound and structural patterns, and idiomatic expressions of the target language and his/her first language;

(h) explains predictable similarities and differences among target cultures and seldom interacts effectively; and

(i) rarely makes language and culture connections to extend classroom learning.

Sub-Chapters 87 through 94 Reserved

Workplace Competencies Content and Performance Standards

Due to the explosive growth of technology and the globalization of commerce and industry, today's workplace demands that workers work smarter not harder. Thus, schools must help students acquire workplace skills by assisting them in developing the necessary intellectual abilities and personal traits that help them to secure and maintain employment in the business world. Schools should encourage students to use creative and critical thinking skills, which are transferrable from the classroom to the workplace and to the community.

In the schools, these workplace skills must build upon the basic skills, higher order thinking, and the practice of personal qualities that emphasize such things as respect and responsibility. Also, these workplace skills need to be taught and understood in an environment that accurately represents the realities of today's workplace.

10.54.9501 through 10.54.9509 reserved

10.54.9510 WORKPLACE COMPETENCIES CONTENT STANDARD 1 (1) To satisfy the requirements of workplace competencies content standard 1, a student must identify, organize, plan, and allocate workplace resources of time, money, materials, facilities, and human resources.

10.54.9511 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for workplace competencies content standard 1 for a student at the end of grade 4 is the ability to:

(a) manage time effectively (e.g., assignment notebook, calendar);

(b) use basic monetary skills;

(c) acquire, store, allocate, and use materials or space (e.g., supplies, notebook); and

(d) manage personal resources.

10.54.9512 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for workplace competencies content standard 1 for a student at the end of grade 8 is the ability to:

(a) create and manage plans/schedules with specific timelines that take into account constraints, priorities, and goals;

(b) practice maintaining personal financial records;

(c) acquire, store, allocate, and use materials or space; and

(d) manage personal and team resources to achieve personal and team goals.

10.54.9513 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for workplace competencies content standard 1 for a student upon graduation is the ability to:

(a) select goal-relevant activities, rank them, allocate time, and prepare and follow schedules;

(b) use or prepare budgets, make forecasts, keep records, make adjustments to meet objectives, and evaluate financial records;

(c) allocate and evaluate time, materials, facilities, and resources to set and achieve goals; and

(d) assess skills and distribute work accordingly, evaluate performance, and provide feedback toward the accomplishment of personal and team goals.

10.54.9514 through 10.54.9519 reserved

10.54.9520 WORKPLACE COMPETENCIES CONTENT STANDARD 2 (1) To satisfy the requirements of workplace competencies content standard 2, a student must acquire and demonstrate interpersonal workplace skills.

10.54.9521 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for workplace competencies content standard 2 for a student at the end of grade 4 is the ability to:

(a) practice one's role as an active and cooperative team player while recognizing individual differences and cultural diversity (e.g., be accountable for one's actions);

(b) demonstrate a learned skill to peers (e.g., give a "how to" demonstration);

(c) identify and practice leadership skills (e.g., team leader, class officer, class job);

(d) identify and practice negotiation skills and conflict resolution in structured situations; and

(e) practice basic customer and electronic etiquette (e.g., roleplay, order from a menu, appropriate e-mail language).

10.54.9522 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for workplace competencies content standard 2 for a student at the end of grade 8 is the ability to:

(a) use a variety of skills to work as a member of a team while recognizing individual differences and cultural diversity (e.g., listening skills);

(b) demonstrate a learned skill and teach others;

(c) demonstrate leadership skills by making positive use of rules, regulations, and policies of schools and community;

(d) work toward agreements that include exchanging specific resources or resolving divergent interests in structured and unstructured situations; and

(e) practice positive interpersonal communication skills (e.g., customer service, electronic etiquette, community service project).

10.54.9523 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for workplace competencies content standard 2 for a student upon graduation is the ability to:

(a) practice various roles required as a member of an effective team while recognizing individual differences and cultural diversity;

(b) demonstrate and teach a learned skill including performance evaluation of self and others in this process;

(c) communicate ideas to justify position, persuade and convince others, and responsibly challenge existing procedures and policies;

(d) practice and evaluate negotiating process including researching, goal setting, presenting, listening, clarifying, adjusting, and compromising; and

(e) practice and evaluate positive service skills (e.g., resolving misunderstandings, consumer complaints).

10.54.9524 through 10.54.9529 reserved

10.54.9530 WORKPLACE COMPETENCIES CONTENT STANDARD 3 (1) To satisfy the requirements of workplace competencies content standard 3, a student must acquire and use workplace information.

10.54.9531 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for workplace competencies content standard 3 for a student at the end of grade 4 is the ability to:

(a) identify a variety of sources that provide workplace information;

(b) organize information using systematic methods (e.g., assignment book, alphabetizing, calendar);

(c) use a variety of methods (e.g., oral, written, graphic, pictorial, multimedia) to complete a task; and

(d) access and organize information from print and electronic sources.

10.54.9532 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for workplace competencies content standard 3 for a student at the end of grade 8 is the ability to:

(a) identify the need for and obtain data in order to make informed decisions in the workplace;

(b) organize and maintain written or computerized records using systematic methods;

(c) select and present information using a variety of methods (e.g., oral, written, graphic, pictorial, multimedia); and

(d) acquire, organize, communicate, process, and analyze information from print and electronic sources.

10.54.9533 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for workplace competencies content standard 3 for a student upon graduation is the ability to:

(a) gather, compile, and analyze data from a variety of sources and evaluate relevance and accuracy in making informed decisions in the workplace;

(b) organize, process, analyze, and maintain written and computerized records and other forms of information using systematic methods;

(c) select, analyze, and present information using a variety of methods (e.g., oral, written, graphic, pictorial, multimedia); and

(d) acquire, organize, communicate, process, analyze, and evaluate information from print and electronic sources.

10.54.9534 through 10.54.9539 reserved

10.54.9540 WORKPLACE COMPETENCIES CONTENT STANDARD 4 (1) To satisfy the requirements of workplace competencies content standard 4, a student must demonstrate an understanding of how social, organizational, and technological systems work.

10.54.9541 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for workplace competencies content standard 4 for a student at the end of grade 4 is the ability to:

(a) identify components of family, school, and community systems encountered in daily life;

(b) identify and model how components of systems interact (e.g., roleplay, class jobs); and

(c) work within a system (e.g., team, study group, group structure, classroom rules, mechanical model).

10.54.9542 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for workplace competencies content standard 4 for a student at the end of grade 8 is the ability to:

(a) describe and illustrate a system (e.g., relationships among self, family, school, community);

(b) analyze how a system works (i.e., input, process, output, feedback, performance improvement); and

(c) design and work within a system (e.g., committees, student council, mock government, simple electrical circuit) to manage, control, and improve performance.

10.54.9543 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for workplace competencies content standard 4 for a student upon graduation is the ability to:

(a) evaluate quality and performance of a variety of systems (e.g., impact of technology on production);

(b) practice and analyze principles of successful system management considering external factors and planning for uncontrolled variables (e.g., balance professional and personal lives); and

(c) design, evaluate, and refine a system composed of subsystems (e.g., community service project, peer mediation, web page design).

10.54.9544 through 10.54.9549 reserved

10.54.9550 WORKPLACE COMPETENCIES CONTENT STANDARD 5 (1) To satisfy the requirements of workplace competencies content standard 5, a student must work safely with a variety of workplace technologies.

10.54.9551 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 5 FOR END OF GRADE 4 (1) The benchmark for workplace competencies content standard 5 for a student at the end of grade 4 is the ability to:

(a) identify and select information sources using technology;

(b) solve problems both individually and with others;

(c) prevent or identify and solve problems using technology;

(d) discriminate between responsible and irresponsible use of technology; and

(e) identify and demonstrate appropriate care of technological tools.

10.54.9552 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The benchmark for workplace competencies content standard 5 for a student at the end of grade 8 is the ability to:

(a) use technology for learning, communications, and productivity;

(b) use technology to observe, analyze, interpret, and draw conclusions;

(c) prevent or identify and solve problems using technology;

(d) acknowledge others' rights and practice responsible use of technology; and
(e) manage and maintain technological tools and follow troubleshooting protocol.

10.54.9553 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 5 UPON GRADUATION (1) The benchmark for workplace competencies content standard 5 for a student upon graduation is the ability to:

(a) choose procedures and technology to complete a task;
(b) create new knowledge by evaluating, combining, and extending information using multiple technologies;
(c) prevent or identify and solve problems using technology;
(d) practice and advocate ethical behavior in the use of technology; and
(e) manage and maintain technological systems and follow troubleshooting protocol.)

10.54.9554 through 10.54.9559 reserved

10.54.9560 WORKPLACE COMPETENCIES CONTENT STANDARD 6 (1) To satisfy the requirements of workplace competencies content standard 6, a student must acquire and demonstrate skills in life and career planning and workplace readiness.

10.54.9561 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 6 FOR END OF GRADE 4 (1) The benchmark for workplace competencies content standard 6 for a student at the end of grade 4 is the ability to:

(a) describe how current learning relates to life and career development;
(b) demonstrate positive ways of performing work activities;
(c) describe how decisions affect self and others;
(d) describe various lifetime roles (e.g., friend, student, leader, worker, family member);
(e) explore and discuss a variety of occupational clusters (e.g., health, science) and their contribution to society; and
(f) describe and demonstrate the importance of personal goal setting and planning.

10.54.9562 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 6 FOR END OF GRADE 8 (1) The benchmark for workplace competencies content standard 6 for a student at the end of grade 8 is the ability to:

(a) identify how the skills taught in school subjects are used in various life roles and occupations;
(b) demonstrate personal qualities (e.g., dependability, punctuality, cooperation) that are needed to get and keep jobs;
(c) identify possible outcomes and consequences of decisions;
(d) recognize and describe the interrelationships of lifetime roles of family, community, work, and leisure roles;
(e) locate, explore, and evaluate a variety of occupations not limited by stereotypes, bias or traditional roles; and
(f) explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative life and career goals.

10.54.9563 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 6 UPON GRADUATION (1) The benchmark for workplace competencies content standard 6 for a student upon graduation is the ability to:

(a) describe how skills developed in academic and occupational programs relate to life and career planning;
(b) display workplace readiness skills (e.g., responsibility, sociability, self-management, job-seeking skills);
(c) demonstrate decision making and problem-solving skills;
(d) describe and evaluate life and career choices and the effect on family and lifestyle;
(e) discuss and demonstrate strategies to overcome bias and stereotyping in the workplace; and
(f) develop, evaluate, and adjust life and career plans.

10.54.9564 through 10.54.9586 reserved

10.54.9587 ADVANCED WORKPLACE COMPETENCIES PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the advanced level in workplace competencies demonstrates superior performance. He/she:

(a) consistently and effectively applies basic management tools to plan the use of personal resources;

(b) purposefully practices leadership skills and is an effective team member;

(c) consistently locates, organizes, and presents workplace information using a variety of print and electronic sources;

(d) consistently identifies group members and defines their roles within a system;

(e) consistently demonstrates understanding of the overall operations and practices responsible, safe use of appropriate technologies; and

(f) clearly describes various lifetime roles and consistently demonstrates positive ways to perform work activities.

10.54.9588 PROFICIENT WORKPLACE COMPETENCIES PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the proficient level in workplace competencies demonstrates solid academic performance. He/she:

(a) applies basic management tools to plan the use of personal resources;

(b) practices leadership skills and is an effective team member;

(c) locates, organizes, and presents workplace information using a variety of print and electronic sources;

(d) identifies group members and defines their roles within a system;

(e) demonstrates understanding of the overall operations and practices responsible, safe use of appropriate technologies; and

(f) describes various lifetime roles and demonstrates positive ways to perform work activities.

10.54.9589 NEARING PROFICIENCY WORKPLACE COMPETENCIES PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the nearing proficiency level demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in workplace competencies. He/she:

(a) sometimes applies basic management tools to plan the use of personal resources;

(b) sometimes practices leadership skills and, with assistance, is an effective team member;

(c) locates workplace information from a variety of print and electronic sources, but has difficulty organizing workplace information and is uncomfortable making presentations;

(d) identifies group members and sometimes defines their roles within a system;

(e) demonstrates understanding of some of the basic operations and, with assistance, practices responsible use of appropriate technologies; and

(f) sometimes describes various lifetime roles and, with assistance, demonstrates positive ways to perform work activities.

10.54.9590 NOVICE WORKPLACE COMPETENCIES PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the novice level is beginning to attain the prerequisite knowledge and skills that are fundamental in workplace competencies. He/she:

(a) seldom applies basic management tools to plan the use of personal resources;

(b) rarely practices leadership skills, but is sometimes an effective team member;

(c) sometimes locates workplace information from a variety of print and electronic sources, but rarely organizes or presents workplace information;

(d) sometimes identifies group members, but seldom defines their roles within a system;

(e) demonstrates a limited understanding of the basic operations, but seldom practices responsible use of appropriate technologies; and

(f) sometimes describes various lifetime roles, but seldom demonstrates positive ways to perform work activities.

10.54.9591 ADVANCED WORKPLACE COMPETENCIES PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the advanced level in workplace competencies demonstrates superior performance. He/she:

(a) consistently selects and uses a variety of tools to practice time, money, and space management;

(b) consistently recognizes and practices workplace skills and effectively uses a variety of leadership styles to cooperatively participate as a team member;

(c) independently uses computers to acquire, organize, process, and analyze information to make informed decisions;

(d) effectively designs, implements, and evaluates a simple system;

(e) uses technological skills effectively to create original work, solve problems, including troubleshooting, and

evaluate the results; and

(f) consistently applies personal interests, aptitudes, abilities, and work ethics to daily life and develops strategies to plan life and career goals.

10.54.9592 PROFICIENT WORKPLACE COMPETENCIES PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the proficient level in workplace competencies demonstrates solid academic performance. He/she:

(a) prepares and works with a variety of tools to practice time, money, and space management;

(b) recognizes and practices workplace skills and uses a variety of leadership styles to cooperatively participate as a team member;

(c) uses computers to acquire, organize, process, and analyze information to make informed decisions;

(d) designs, implements, and evaluates a simple system;

(e) uses technological skills to create original work, solve problems, including troubleshooting, and evaluate the results; and

(f) applies personal interests, aptitudes, abilities, and work ethics to daily life and develops strategies to plan life and career goals.

10.54.9593 NEARING PROFICIENCY WORKPLACE COMPETENCIES PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the nearing proficiency level demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in workplace competencies. He/she:

(a) sometimes prepares and works with a variety of tools to practice time, money, and space management;

(b) recognizes and practices workplace skills and uses some leadership styles to cooperatively participate as a team member;

(c) uses computers to acquire and organize information, but needs assistance to analyze information and make informed decisions;

(d) sometimes designs and implements a simple system, but has difficulty evaluating system performance;

(e) sometimes uses technological skills to create original work and, with assistance, solve problems, but has difficulty evaluating the results; and

(f) sometimes recognizes how the connections among personal interests, aptitudes, abilities, and work ethics help to plan life and career goals.

10.54.9594 NOVICE WORKPLACE COMPETENCIES PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the novice level is beginning to attain the prerequisite knowledge and skills that are fundamental in workplace competencies. He/she:

(a) seldom practices or uses a variety of tools to practice time, money, and space management;

(b) recognizes, but has difficulty practicing workplace skills and seldom uses any leadership styles to participate as a team member;

(c) sometimes uses computers to acquire information, but has difficulty organizing and analyzing information;

(d) sometimes designs and implements a simple system, but seldom evaluates system performance;

(e) sometimes, with assistance, uses technological skills to solve problems, but seldom evaluates the results; and

(f) recognizes, but has a limited understanding of how personal interests, aptitudes, abilities, and work ethics help to plan life and career goals.

10.54.9595 ADVANCED WORKPLACE COMPETENCIES PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level in workplace competencies demonstrates superior performance. He/she:

(a) independently identifies, organizes, plans, and allocates workplace resources of time, money, human resources, material, and facilities;

(b) consistently practices workplace skills to identify, analyze, and evaluate procedures, policies, and individual team members' strengths;

(c) competently communicates, interprets, and evaluates information;

(d) independently evaluates and redesigns a variety of complex systems to improve system performance;

(e) consistently selects, uses, and evaluates appropriate technologies and troubleshooting protocol in all learning situations; and

(f) purposefully develops, evaluates, and adjusts life and career plans and effectively demonstrates workplace readiness skills.

10.54.9596 PROFICIENT WORKPLACE COMPETENCIES PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient level in workplace competencies demonstrates solid academic performance. He/she:

(a) identifies, organizes, plans, and allocates workplace resources of time, money, human resources, material, and facilities;

(b) practices workplace skills to identify, analyze, and evaluate procedures, policies, and individual team members' strengths;

(c) competently communicates, interprets, and evaluates information;

(d) evaluates and redesigns a variety of complex systems to improve system performance;

(e) selects, uses, and evaluates appropriate technologies and troubleshooting protocol in all learning situations; and

(f) develops, evaluates, and adjusts life and career plans and demonstrates workplace readiness skills.

10.54.9597 NEARING PROFICIENCY WORKPLACE COMPETENCIES PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency level demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in workplace competencies. He/she:

(a) sometimes identifies, organizes, and plans workplace resources of time, money, human resources, material, and facilities, but has difficulty allocating these resources effectively;

(b) sometimes practices workplace skills to identify and analyze procedures, policies, and individual team members' strengths and, with assistance, evaluates the results;

(c) communicates basic workplace information and, with assistance, interprets and evaluates basic workplace information;

(d) sometimes evaluates and, with assistance, redesigns a system to improve system performance;

(e) sometimes selects and uses appropriate technologies in learning situations and, with assistance, uses troubleshooting protocol; and

(f) develops life and career plans and, with assistance, evaluates and makes adjustments and demonstrates workplace readiness skills.

10.54.9598 NOVICE WORKPLACE COMPETENCIES PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level is beginning to attain the prerequisite knowledge and skills that are fundamental in workplace competencies. He/she:

(a) identifies, but has difficulty organizing, planning, or allocating workplace resources of time, money, human resources, material, and facilities;

(b) seldom practices workplace skills;

(c) seldom communicates, interprets, or evaluates information;

(d) seldom evaluates and has difficulty redesigning a basic system to improve system performance;

(e) seldom selects or uses technologies or troubleshooting protocol in learning situations; and

(f) rarely develops, evaluates, or adjusts life and career plans but, with assistance, demonstrates workplace readiness skills.

MONTANA SCHOOL ACCREDITATION STANDARDS AND PROCEDURES

RESERVED FOR
INTRODUCTION TO
CHAPTER 56

reserved

General Information

10.56.101 STUDENT ASSESSMENT (1) By the authority of 20-2-121(12), MCA, the board of public education adopts rules for state-level assessment in the public schools and those private schools seeking accreditation.

(2) The board recognizes that the primary purpose of assessment is to serve learning. Classroom assessment is the primary means through which assessment impacts instruction and learning for individuals. State-level and large-scale assessment affect learning through assisting policy decisions and assuring program quality for all students. To meet both classroom and state-level needs, state-level assessments will provide information about the proficiency level of student achievement relative to established content standards, as well as the status of Montana's schools in relation to other groups of students, states, and nations. The school and district responsibilities for assessment are identified in ARM 10.55.603.

(3) In order to obtain state-level achievement information, all accredited schools shall annually administer a single system of state-level assessments approved by the board.

(a) State-level assessments shall be administered to all students in grades four, eight and eleven in reading, communication arts, mathematics, science, and social studies. For planning purposes, state-level assessments shall be given during a week in the spring of the year, identified by the office of public instruction a year prior to the assessment date.

(b) All state-level assessment results shall be provided to the office of public instruction and school districts in a format specified by the office of public instruction and approved by the board of public education.

(4) State-level assessment results are a part of each student's permanent records as described in ARM 10.55.2002.

(5) The office of public instruction shall provide a report of the results to the board, the legislature, and the public. Schools are encouraged to compare their results with the state results and share state-level assessment information with parents and local communities.

(6) The superintendent of public instruction is authorized to make available the reported student assessment data in compliance with confidentiality requirements of federal and state law. State-level assessment results released to the public shall be accompanied by a clear statement of the purposes of the assessments, subject areas assessed, level of measurement of the content standards, and the percent of students who participated in the assessments. The release shall include additional information to provide a fair and useful context for assessment reporting (e.g., dropout rates, mobility rates, poverty levels, district size) that will assist districts to examine their educational programs to assure effectiveness.

(7) All students shall participate in the state-level assessments. Students with disabilities or limited English proficiency (LEP) shall participate using the approved assessments, unless it is determined that a student's progress toward the content standards cannot be adequately measured with the approved assessments even when provided accommodations.

(a) For students with disabilities, the individualized education program (IEP) teams have the authority to specify accommodations to be provided, as defined in (8), for participation by the student in the state-level assessment.

(i) When an IEP team determines that an accommodation for a student's disability would still not allow for adequate measurement of the student's progress toward the content standards, the IEP team may waive using the approved state-level assessments by providing alternate assessments that are appropriate to determine the student's progress toward the content standards.

(b) For students who have been identified by a team of educators as LEP, those teams have the authority to specify accommodations to be provided, as defined in (8), for participation by the student in the state-level assessment.

(i) When the team of educators determines that an accommodation for an LEP student who has had fewer than three years of instruction in English would still not allow for adequate measurement of the student's progress toward the content standards, the team of educators may waive using the approved state-level assessments by providing alternate assessments that are appropriate to determine the student's progress toward the content standards.

(c) The office of public instruction shall provide guidance to schools concerning alternate state-level assessments.

(8) Accommodations allow students to demonstrate competence in subject matter so that state-level assessment results accurately reflect the students' achievement levels rather than limited English language development or impaired sensory or manual skills, except where those skills are the factors which the assessment purports to measure.

(a) Accommodation for state-level assessment purposes is defined as modifications similar to those used to support and accommodate the student in the instructional setting.

(b) Accommodations may include, but are not limited to extended time, small group administration, facilitator reading directions, native language support, student responding orally, or using required assistive technology.

(c) The office of public instruction shall provide guidance to schools concerning appropriate accommodations.

APPENDIX A

Clarification of Teaching Assignments

APPENDIX A

All teachers shall hold a valid Montana teaching certificate.

If you are teaching in the following subjects:	You must be endorsed in: (subject & code number)	Specific credit requirement:
K-8 Elementary Subjects	00 endorsement or subject endorsement which authorizes certificate holder to teach within K-8 level (self-contained or departmentalized).	
Art	Art (83 or 84)	
At-Risk (K-12)	Elementary Education (00) endorsement at K-8 level or appropriate subject areas or Special Education (95) (98)	
Business English	English (20) or Business Education (70, 71 or 72)	
Business Law	Business Education (70, 71 or 72)	
Business Mathematics	Mathematics (40) or Business Education (70, 71 or 72)	
Business—General	Business Education (70, 71 or 72)	
Business—Shorthand, Steno	Business Education (70 or 72)	
Business—Typing	Business Education (70, 71 or 72)	
Business—Bookkeeping	Business Education (70, 71 or 72)	
Civics (5-8)	Any endorsement in Social Studies (10-17)	
Civics (9-12)	Social Studies (10) or Political Science (15) or History-Political Science (17)	15 quarter (10 semester) credits in U.S. government if endorsed in (10)
Computer Education—General K-8 (keyboarding, webpage design, spreadsheet, word processing)	Elementary Education (00) or Business Education (70, 71, 72) or Computer Science (41)	
Computer Education—General 9-12 (keyboarding, webpage design, spreadsheet, word processing)	Business Education (70, 71, 72) or Computer Science (41)	
Computer Science Programming	Computer Science (41)	
Dramatics	English (20) or Dramatics (22) or Speech-Drama (25)	15 quarter (10 semester) credits in drama if endorsed in (20)
Economics (5-8) Economics (9-12)	Any endorsement in Social Studies (10-17) Social Science (10) or Economics (12) or Economics-Sociology (16)	15 quarter (10 semester) credits in economics if endorsed in (10)
English-Language Arts	English (20)	
Geography (5-8)	Any endorsement in Social Studies (10-17)	
Geography (9-12)	Social Studies (10) or Geography (14)	15 quarter (10 semester) credits in geography if endorsed in (10)
Gifted and Talented	Appropriate subject area	
Guidance	Guidance (94 or 97)	
Health	P.E. & Health (91 or 92) or Health (93)	15 quarter (10 semester) credits in health if endorsed in (91) or (92)
Journalism	English (20) or Journalism (23)	Course work or experience verifying an understanding of press law, reporting and production in journalism if endorsed in (20)
Library	Library (24 or 26)	
Music	Music (81 or 82)	
Native American Studies	Any endorsement Certificate must be appropriate to level of assignment	15 quarter (10 semester) credits in Native American Studies if certified as a teacher at the level offered. The utilization of a qualified Native American resource person under the supervision of a certified teacher can be used in lieu of the 15 credit requirement.

If you are teaching in the following subjects:	You must be endorsed in: (subject & code number)	Specific credit requirement:
American Indian language and Culture	Any endorsement Certificate must be appropriate to level of assignment	15 quarter (10 semester) credits in second language methodology and linguistics for language instruction, or 15 quarter (10 semester) credits in Native American Studies for teaching native culture if certified as a teacher. The utilization of a qualified Native American resource person under the supervision of a certified teacher can be used in lieu of the 15 credit requirement.
American Indian Language	Class 7 Specialist Certificate	
Physical Education	P.E. & Health (91 or 92)	
Reading	Reading (27) or English (20)	15 quarter (10 semester) credits in reading if endorsed in (20)
Science—General (5-8)	Any endorsement in Science (50-56)	
Science—General (9-12)	Science (50) or any two Science endorsements (51 through 56)	
Science—Biology (5-8)	Any endorsement in Science (50-56)	
Science—Biology (9-12)	Science (50) or Biological Science (52) or Biology (55)	15 quarter (10 semester) credits in biology if endorsed in (50)
Science—Chemistry (5-8) Science—Chemistry (9-12)	Any endorsement in Science (50-56) Science (50) or Physical Science (51) or Biological Science (52) or Chemistry (54) or Biology (55)	15 quarter (10 semester) credits in chemistry if endorsed in (50), (51), (52) or (55)
Science—Earth (5-8)	Any endorsement in Science (50-56)	
Science—Earth (9-12)	Science (50) or Earth Science (56)	15 quarter (10 semester) credits in earth science if endorsed in (50)
Science—Physical (5-8)	Any endorsement in Science (50-56)	
Science—Physical (9-12)	Science (50) or Physical Science (51) or Chemistry (54) and Physics (53)	15 quarter (10 semester) credits in physical science if endorsed in (50)
Science—Physics (5-8)	Any endorsement in Science (50-56)	
Science—Physics (9-12)	Science (50) or Physical Science (51) or Physics (53)	15 quarter (10 semester) credits in physics if endorsed in (50) or (51)
Social Studies—General (5-8)	Any endorsement in Social Studies (10-17)	
Social Studies—General (9-12)	Social Studies (10) or any two social Science endorsements (11 through 17)	
Government (5-8)	Any endorsement in Social Studies (10-17)	
Government (9-12)	Social Studies (10) or History (11) or Political Science (15) or History-Political Science (17)	15 quarter (10 semester) credits in U.S. government if endorsed in (10) or (11)
History (5-8)	Any endorsement in Social Studies (10-17)	
History (9-12)	Social Studies (10) or History (11) or History-Political Science (17)	15 quarter (10 semester) credits in history if endorsed in (10)
Problems of Democracy (5-8)	Any endorsement in Social Studies (10-17)	
Problems of Democracy (9-12)	Social Studies (10) or Political Science (15) or History-Political Science (17)	15 quarter (10 semester) credits in government if endorsed in (10)
Psychology (5-8)	Any endorsement in Social Studies (10-17)	
Psychology (9-12)	Social Studies (10) or Psychology (96)	15 quarter (10 semester) credits in psychology if endorsed in (10)
Sociology (5-8)	Any endorsement in Social Studies (10-17)	
Sociology (9-12)	Social Studies (10) or Sociology (13) or Economics-Sociology (16)	15 quarter (10 semester) credits in sociology if endorsed in (10)

If you are teaching in the following subjects:	You must be endorsed in: (subject & code number)	Specific credit requirement:
Special Education	Special Education (95 or 98)	
Speech Communication	English (20) or Speech Communication (21) or Speech-Drama (25)	15 quarter (10 semester) credits in speech if endorsed in (20)
Traffic Education	Traffic Education (99) or any endorsement with the appropriate approval from the Traffic Education Department at the OPI.	Initially 12 quarter (8 semester) credits in traffic education to include basic and advanced traffic education are required without the 99 endorsement
World Languages	Appropriate World Language endorsement (31 through 39 or 43 through 47)	

Title I (Chapter 1)—Identified and Funded Supplemental and Remedial Programs

If you are teaching in the following subjects:	You must be endorsed in: (subject & code number)	Specific credit requirement:
Remedial Math—Elementary	Elementary Education (00) or Special Education (95 on an elementary certificate or 98)	
Remedial Math—Secondary	Elementary Education (00) or Special Education (95 on a secondary certificate or 98) or Mathematics (40) on a secondary certificate	
Remedial Reading—Elementary	Elementary Education (00) or Reading (27) or Special Education (95 on an elementary certificate or 98)	
Remedial Reading—Secondary	Elementary Education (00) or Reading (27) or Special Education (95 on a secondary certificate or 98) or English (20) on a secondary certificate	15 quarter (10 semester) credits in reading if endorsed in (20)
Remedial Language Arts—Elementary	Elementary Education (00) or Special Education (95 on an elementary certificate or 98)	
Remedial Language Arts—Secondary	Elementary Education (00) or Special Education (95 on a secondary certificate or 98) or English (20) on a secondary certificate	

Trades and Industry/Applied Technology: Teachers of subjects which qualify for vocational funding may be required to have additional specific courses and work experience.

Auto Body	Tech Ed (68) or IA (62) or T&I (65-Auto Body), Appl Tech (65) or Class 4-Auto Body	15 quarter (9 semester) credits in auto body if endorsed in (62), (65), (68)
Auto Mechanics	Tech Ed (68) or IA (62) or T&I (65-Auto Mech), Appl Tech (65) or Class 4-Auto Mech	15 quarter (9 semester) credits in auto mechanics if endorsed in (62), (65), (68)
Building Trades/ Construction	Tech Ed (68) or IA (62) or T&I (65-Building Trades), Appl Tech (65) or Class 4-Building Trades	15 quarter (9 semester) credits in building trades/construction if endorsed in (62), (65), (68)
Drafting/CAD	Tech Ed (68) or IA (62) or T&I (65-Drafting), Appl Tech (65) or Class 4-Drafting	15 quarter (9 semester) credits in drafting if endorsed in (62), (65), (68)
Electronics	Tech Ed (68) or IA (62) or T&I (65-Electronics), Appl Tech (65) or Class 4-Electronics	15 quarter (9 semester) credits in electronics if endorsed in (62), (65), (68)

If you are teaching in the following subjects:	You must be endorsed in: (subject & code number)	Specific credit requirement:
Graphic Arts	Tech Ed (68) or IA (62) or T&I (65-Graphic Arts), Appl Tech (65) or Class 4-Graphic Arts	15 quarter (9 semester) credits in graphic arts if endorsed in (62), (65), (68)
Machine Shop	Tech Ed (68) or IA (62) or T&I (65-Machine Shop), Appl Tech (65) or Class 4-Machine Shop	15 quarter (9 semester) credits in machine shop if endorsed in (62), (65), (68)
Metal Working	Tech Ed (68) or IA (62) or T&I (65-Metals) Appl Tech (65) or Class 4-Metals	15 quarter (9 semester) credits in metals if endorsed in (62), (65), (68)
Power Mechanics (includes small engines, energy & transportation)	Tech Ed (68) or IA (62) or T&I (65-Power Mechanics), Appl Tech (65) or Class 4-Power Mechanics	15 quarter (9 semester) credits in power mechanics if endorsed in (62), (65), (68)
Welding	Tech Ed (68) or IA (62) or T&I (65-Welding), Appl Tech (65) or Class 4-Welding	15 quarter (9 semester) credits in welding if endorsed in (62), (65), (68)

APPENDIX A
MONTANA CERTIFICATION CODE
Revised June 2001

CODES

Class of Certificate	
1	Class 1 Teaching
2	Class 2 Teaching
3	Class 3 Administrative
4	Class 4 Vocational
5	Class 5 Provisional
6	Class 6 Specialist
7	Class 7 Specialist
8	Life (no longer issued)
9	Other*

Level of Endorsement	
1	Elementary (K-8)
2	Secondary (7-12)
3	Elementary and Secondary (K-12)
4	K-12 (Spec. Ed.) only
8	Secondary (5-12)
9	Other*

ADMINISTRATIVE ENDORSEMENTS

01	Elementary Principal (K-8)
015	Principal (K-12)
02	Secondary Principal (7-12)
03	Superintendent (K-12)
04	Supervisor (K-8)
05	Supervisor (7-12)
06	Supervisor (5-12)
07	Supervisor (K-12)
08	Secondary Principal (5-12)

SPECIALIST ENDORSEMENTS

09	School Psychologist
97	Guidance and Counseling (K-12)

TEACHING ENDORSEMENTS

00	Elementary Curriculum
00-A	Permissive Special Competency: Early Childhood
00-B	Permissive Special Competency: Gifted K-12
10	Social Studies (Broadfield)
11	History
12	Economics
13	Sociology
14	Geography
15	Political Science (American Government)
16	Economics—Sociology
17	History—Political Science
20	English
21	Speech—Communication
22	Dramatics
23	Journalism
24	Library
25	Speech—Drama
26	Library (K-12)
27	Reading (K-12)
27-1	Reading
31	French
32	Spanish
33	German
34	Russian
35	Latin
35-1	Italian
36	Other Language
36-1	Other Language-Cree (K-12)
38	American Indian Languages (K-12)
38-11	Indian Language-Assiniboine (K-12)
38-12	Indian Language-Sioux (K-12)
38-13	Indian Language-Dakota (K-12)
38-21	Indian Language-Blackfeet (K-12)
38-31	Indian Language-Chippewa (K-12)
38-32	Indian Language-Cree (K-12)
38-41	Indian Language-Salish (K-12)
38-42	Indian Language-Kootenai (K-12)
38-51	Indian Language-Crow (K-12)
38-61	Indian Language-Gros Ventre (K-12)
38-62	Indian Language-Assiniboine (K-12)
38-71	Indian Language-Little Shell (K-12)
38-81	Indian Language-Cheyenne (K-12)
39	Foreign Language
40	Mathematics
41	Computer Science
42	English as a Second Language (K-12)
42-1	English as a Second Language
43	French (K-12)
44	Spanish (K-12)
45	German (K-12)
46	Russian (K-12)
47	Latin (K-12)
50	Science (Broadfield)
51	Physical Science
52	Biological Science
53	Physics
54	Chemistry
55	Biology
56	Earth Science
61	Agriculture
62	Industrial Arts
63	Family & Consumer Sciences
64	Marketing
65	Trade and Industry
65-01	Trade and Industry—Automotive
65-02	Trade and Industry—Welding
65-03	Trade and Industry—Auto Mechanics
65-04	Trade and Industry—Auto Body
65-05	Trade and Industry—Industrial Mechanic
65-06	Trade and Industry—Small Engines
65-07	Trade and Industry—Auto Technology
65-08	Trade and Industry—Heavy Equipment Operator and Stationary Engines
65-10	Trade and Industry—Electronics
65-11	Trade and Industry—Horticulture

65-12	Trade and Industry—Agriculture Mechanic
65-20	Trade and Industry—Building Trades
65-21	Trade and Industry—Carpentry
65-30	Trade and Industry—Culinary Arts
65-31	Trade and Industry—Food Services
65-40	Trade and Industry—Metals Technology
65-50	Trade and Industry—Drafting
65-51	Trade and Industry—Office Occupations
65-52	Trade and Industry—Graphic Arts
65-53	Trade and Industry—Photography
67	Other*
67-01	Humanities
67-02	Family Life
67-03	Vocational Rehabilitation Counselor
67-04	Environmental Education
68	Technology Education
70	Business Education (with typing and shorthand)
71	Business Education (with typing)
72	Business Education
81	Music (K-12)
82	Music
83	Art (K-12)
84	Art
91	Physical Education and Health (K-12)
92	Physical Education and Health
93	Health
94	Guidance and Counseling
95	Special Education
96	Psychology
97	Guidance and Counseling (K-12)
98	Special Education (P-12)
99	Traffic Education

* _____
Specify

* _____
Specify

PROVISIONAL CERTIFICATE:

The Class 5 Provisional is a three-year, nonrenewable certificate. Under special circumstances, by written request to the Director of Certification, additional time may be approved. Up to an additional two years may be approved when an individual provides verification that the circumstances delaying completion of the plan of professional intent were beyond his/her control, principally due to district employment conditions or availability of needed college course work.

The Class 5 Provisional certificate is not available for the purpose of completing another endorsement area.

The Provisional certificate is available for teachers, administrators and specialists based on specific requirements for each category and level. Requests for the Provisional certificate should be directed to the Certification Division of the Office of Public Instruction.

EMERGENCY AUTHORIZATION OF EMPLOYMENT (EAE):

An Emergency Authorization of employment may be granted to a school district to employ an individual who does not hold a valid teacher certificate when such district cannot obtain the services of a certified teacher. Extensive efforts to locate certified applicants must be verified.

Individuals to be employed under an EAE must fall into one of the following categories:

a. Must have previously held valid teacher or specialist certification (does not apply to a Class 5 Provisional held during the immediate preceding year), or

b. Must hold a bachelor's degree related to the area for which emergency authorization is sought, or

c. Must provide acceptable evidence of cultural expertise related to the area for which emergency authorization is sought.

The EAE is valid for one year. However, the district administrator may apply for renewal of an approved EAE under item c (above) on a continuing basis by annually requesting renewal by letter to the Superintendent of Public Instruction.

Contact the Certification Division of the Office of Public Instruction for application material.

APPENDIX B

General Information, Codes and Regulations

Appendix B—General Information

Department of Justice—Office of Public Instruction
Annual Process for Effect of Fire Inspection Reports
On Accreditation Status

1. **First Inspection—first violations**

   - Letter to school from Deputy State Fire Marshal
   - Copy of letter to Office of Public Instruction (OPI) Accreditation Division

2. **Second inspection—with same violations**

   - Letter to school from Deputy State Fire Marshal
   - Copy of letter to OPI Accreditation Division

   The following standard paragraph should be included in bold type, which will serve as a key indicator to OPI:

   > **"Due to the noted violations, this facility is in violation of Rule 10.55.2001, School Facilities of Sub-Chapter 20 of the Montana School Accreditation Standards and Procedures Manual. We will be requesting the Office of Public Instruction take appropriate action to ensure compliance with the accreditation safety standards."**

   OPI will note the deviation(s) on the final accreditation letter. Note of these deviation(s) alone may not necessarily create a recommendation to the Board of Public Education for an advice or deficiency status.

3. **Third inspection—with same violations**

   - Letter to school from State Fire Marshal
   - Copy of letter to OPI Accreditation Division

   The following standard paragraph should be included in bold type:

   > **"The school district has 30 days from the date of this letter to provide an acceptable plan of correction and begin the implementation of said corrections. Failure to comply will result in this matter being forwarded to the (insert county name) County Attorney's office for legal action."**

   OPI will note deviation(s) on the final accreditation letter. On a third occurrence, the school will be recommended to the Board of Public Education for an **advice** accreditation status. Dependent upon the noted seriousness of the violations as determined by the State Fire Marshal (life threatening), a recommendation of **deficiency** status may be recommended.

   The Department of Justice (DOJ) will forward documentation of corrective action by the school or acknowledgment of an extension provided to the school by DOJ to OPI Accreditation Division.

4. **DOJ refers the case to a County Attorney or issues a State Fire Marshal Order**

- Copy of case report or order to OPI—Accreditation Division

OPI recommends to the Board of Public Education that the school receive an accreditation status of deficiency. OPI may recommend that the Board of Public Education consider holding a hearing with the appropriate school officials.

At every level, if the Department of Justice accepts a plan of corrections from a school, OPI will be advised. OPI then will remove or change the school's status in their files.

Information that is received by OPI from DOJ after February 15 will not be able to be used for the current school year unless the information can be used to clear a school from an advice/deficiency status. The Board of Public Education determines the accreditation status of each school at the regularly scheduled March meeting.

At any level of inspection, nothing precludes a recommendation of advice or deficiency if the severity of the situation as noted by the State Fire Marshal warrants such action.

SCHOOL FACILITY REFERENCE LIST

1) Building Codes
Department of Commerce
1218 E. Sixth Ave.
PO Box 200517
Helena, MT 59620-0517
(406) 444-3933
Fax: (406) 444-4240

2) State Fire Marshall
Department of Justice
1310 E. Lockey
PO Box 201415
Helena, MT 59620-1415
(406) 444-2050
Fax: (406) 444-9155

3) Water Resources
Department of Natural Resources
and Conservation
48 N. Last Chance Gulch
PO Box 201601
Helena, MT 59620-1601
(406) 444-6601
Fax: (406) 444-5918
*The state is broken into eight regions.
**(See Attachment A)

4) Disaster and Emergency Services
Department of Military Affairs
100 N. Main
PO Box 4789
Helena, MT 59604-4789
(406) 444-6611
Fax: (406) 444-6965

5) Environmental Quality
Department of Environmental Quality
1520 E. Sixth Ave.
PO Box 200901
Helena, MT 59620-0901
Phone:
Fax:
**(See Attachment B)
**(See Attachment C)

6) Insurance Commissioner
840 Helena Ave.
PO Box 4009
Helena, MT 59604-4009

ATTACHMENT A

Water Resource Regions

Billings
1537 Avenue D, Suite 121
Billings, MT 59102
Phone: 657-2105
122-2105
122-2911
Fax: 245-2064

Big Horn	Prairie
Carbon	Rosebud
Carter	Stillwater
Custer	Sweet Grass
Fallon	Treasure
Powder River	Yellowstone

Bozeman
151 Evergreen Dr., Suite C
Bozeman, MT 59715
Phone: 586-3136
586-3137
Fax: 587-9726

Gallatin	Madison
Park	

Glasgow
630 3rd Ave. South
PO Box 1269
Glasgow, MT 59230-1269
Phone: 228-2561
Fax: 228-8706

Daniels	Richland
Dawson	Roosevelt
Garfield	Sheridan
McCone	Valley
Phillips	Wibaux

Havre
1708 W. 2nd Street
PO Box 1828
Havre, MT 59501-1828
Phone: 265-5516
265-2225
Fax: 265-2225

Blaine	Liberty
Chouteau	Pondera
Glacier	Teton
Hill	Toole

Helena
PO Box 201601
21 N. Last Chance Gulch
Helena, MT 59620-1601
Phone: 449-0944
Fax: 442-9315

Beaverhead	Lewis & Clark
Broadwater	Powell
Deer Lodge	Silver Bow
Jefferson	

Kalispell
3220 Hwy 93 South
PO Box 860
Kalispell, MT 59903-0860
Phone: 752-2288
Fax: 752-2843

Flathead	Lincoln
Lake	Sanders

Lewistown
613 NE Main, Suite E
Lewistown, MT 59457-2020
Phone: 538-7459
538-7012
Fax: 538-7089

Cascade	Meagher
Fergus	Musselshell
Golden Valley	Petroleum
Judith Basin	Wheatland

Missoula
Town & Country Shopping Center
1610 S. 3rd St. W., Suite 103
PO Box 5004
Missoula, MT 59806-5004
Phone: 721-4284
Fax: 542-1496

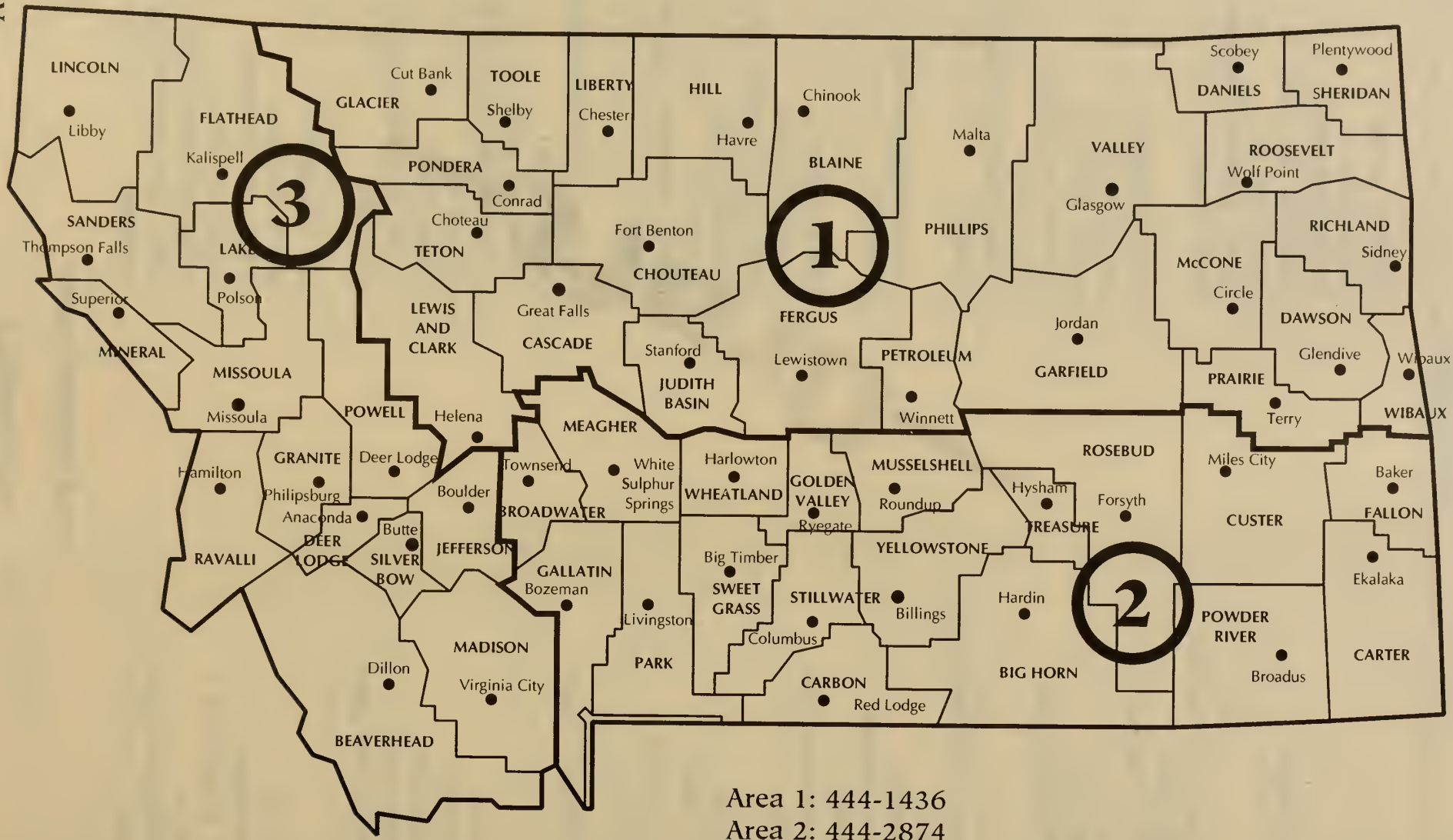
Granite	Missoula
Mineral	Ravalli

Montana Water Court
601 Haggarty Lane
PO Box 879
Bozeman, MT 59771-0879
Phone: 800-624-3270
Fax: 586-4374

Montana Watercourse
MSU, Culbertson Hall
Room 201
Bozeman, MT 59717
Phone: 994-6671
Fax: 994-1919

Attachment "B"

Hazardous Waste Program Regulatory Unit Assigned Areas



Area 1: 444-1436
Area 2: 444-2874
Area 3: 444-1435

Appendix B-6

General Information

Rev 06/01

ATTACHMENT C

County Sanitarian Offices

Beaverhead
County Sanitarian's Office
2 S. Pacific St.
Dillon, MT 59725-2799
Phone: 683-4868
Fax: 683-5776

Big Horn
County Sanitarian's Office
809 N. Custer Ave.
Hardin, MT 59034
Phone: 665-3310
Fax: 665-1025

Blaine
County Sanitarian's Office
400 Ohio
PO Box 576
Chinook, MT 59523
Phone: 357-3310
Fax: 357-2199

Broadwater
County Sanitarian's Office
515 Broadway
Townsend, MT 59644
Phone: 266-3443
Fax: 266-3674
(Tuesdays only--Hm: 866-3482)

Carbon
County Sanitarian's Office
Courthouse Annex
PO Box 466
Red Lodge, MT 59068
Phone: 446-1694
Fax: 446-2640 at Courthouse

Carter
See Fallon County

Cascade
County Sanitarian's Office
City-County Health Dept.
1130 17th Ave. S.
Great Falls, MT 59405
Phone: 454-6950
Fax: 454-6959

Chouteau
County Sanitarian's Office
Courthouse
PO Box 459
Ft. Benton, MT 59442-0459
Phone: 622-5151
Fax: 622-3631
(Mondays only--Hm: 866-3482)

Custer
County Sanitarian's Office
Courthouse
1010 Main Street
Miles City, MT 59301
Phone: 233-3490
Fax: 233-3491

Daniels
See Roosevelt County

Dawson
County Sanitarian's Office
207 W. Bell
Glendive, MT 59330
Phone: 365-5772
Fax: 365-2022
(Prairie, Wibaux)

Deer Lodge
County Sanitarian's Office
800 S. Main St.
Anaconda, MT 59711
Phone: 563-4066
Fax: 563-4001
(Granite, Powell)

Fallon
County Sanitarian's Office
PO Box 667
Baker, MT 59313
Phone: 778-3558 (h)
778-3329 (School)
Fax: 778-3431
(Carter, Powder River)

Fergus
Central Montana Health District
County Sanitarian's Office
1306 1st St. West
Roundup, MT 59072
Phone: 323-3460 use as Fax, call first
Cellular: 855-3021
(Golden Valley, Judith Basin, Musselshell, Petroleum, Wheatland)

Flathead
County Sanitarian's Office
Flathead City-Co. Health Dept.
723 5th Ave. E
Kalispell, MT 59901
Phone: 758-5760
Fax: 758-5859

Gallatin
County Sanitarian's Office
Environmental Health Services
Courthouse, Rm. 304
311 W. Main
Bozeman, MT 59715
Phone: 582-3120
Fax: 582-3003

Garfield
See Treasure County

Glacier
County Sanitarian's Office
Glacier co. Health Dept.
1210 E. Main
Cut Bank, MT 59427
Phone: 468-2573 (Home and Fax)
Cellular: 788-1791

Golden Valley
See Fergus County

Granite
See Deer Lodge County
Phone: 859-3771 (Courthouse)

Hill
County Sanitarian's Office
Courthouse
315 4th St.
Havre, MT 59501
Phone: 265-5481 x 66
Fax: 265-5487
(Liberty)

Jefferson
County Sanitarian's Office
Courthouse
Box H
Boulder, MT 59632
Phone: 226-4000 or 4126
Fax: 225-3275
(Wednesday and Thursday)

Judith Basin
See Fergus County

Lake
County Sanitarian's Office
Courthouse
106 4th Ave. E
Polson, MT 59860
Phone: 883-7236
Fax: 883-7205

Lewis & Clark
County Sanitarian's Office
City-County Bldg.
316 N. Park
PO Box 1723
Helena, MT 59624
Phone: 447-8351
Fax: 447-8370

Liberty
See Toole County

Lincoln
County Sanitarian's Office
418 Mineral Ave.
Libby, MT 59923
Phone: 293-7781 x 228
Fax: 293-5640

McCone
See Richland County

Madison
County Sanitarian's Office
PO Box 278
Virginia City, MT 59755
Phone: 843-5392 (Clerk)
Fax: 843-5517

Meagher
County Sanitarian's Office
1306 1st St. W.
Roundup, MT 59072
Phone: 323-3460
Cellular: 855-3021

Mineral
County Sanitarian's Office
300 River St.
PO Box 396
Superior, MT 59872
Phone: 822-3525
Fax: 822-3579

Missoula
County Sanitarian's Office
City-County Health Dept.
301 W. Alder St.
Missoula, MT 59802
Phone: 523-4755
Fax: 523-4781

Musselshell
See Fergus County

Park
County Sanitarian's Office
414 E. Callender
Livingston, MT 59047
Phone: 222-4142
Fax: 222-4199

Petroleum
See Fergus County

Phillips
County Sanitarian's Office
PO Box 318
Malta, MT 59538
Phone: 665-2465
Fax: 654-2429

Pondera
County Sanitarian's Office
809 Sunset Blvd.
Conrad, MT 59425
Phone: 278-3247
Fax: 278-3248
(Wednesday & Thursday)

Powder River
See Fallon County

Powell
County Sanitarian's Office
409 Missouri
Deer Lodge, MT 59722
Phone: 846-3680 x 13
Fax: 563-8428
(See Deer Lodge Co. for mailing(

Prairie
See Dawson County

Ravalli
County Sanitarian's Office
Courthouse
Box 5019
205 Bedford
Hamilton, MT 59840
Phone: 375-6268 or 6269
Fax: 375-6326

Richland
County Sanitarian's Office
221 5th St. SW
Sidney, MT 59270
Phone: 482-2207
(McCone)

Roosevelt
County Sanitarian's Office
212 Main St.
PO Box 416
Culbertson, MT 59218
Phone: 787-6273 24 hr. messages
Fax: 787-6612

Rosebud
County Sanitarian's Office
251 N. 17th
PO Box 388
Forsyth, MT 59327
Phone: 356-2156
Fax: 356-7551

Sanders
County Sanitarian's Office
Courthouse
PO Box 519
Thompson Falls, MT 59873
Phone: 827-4396
Fax: 827-4388

Sheridan
See Roosevelt County

Silver Bow
County Sanitarian's Office
25 W. Front St.
Butte, MT 59701
Phone: 723-3274
Fax: 723-7245

Stillwater
County Sanitarian's Office
Courthouse
400 3rd Ave. N
PO Box 111
Columbus, MT 59019
Phone: 322-5237
Fax: 322-4698
(Sweet Grass)

Sweet Grass
(See Stillwater County

Teton
County Sanitarian's Office
Courthouse Circle
PO Box 610
Choteau, MT 59422
Phone: 466-2150
Cellular: 788-8902
Fax: 466-2138
(Monday, Tuesday, Alternate Fridays)

Toole
County Sanitarian's Office
Courthouse
226 1st St. S.
Shelby, MT 59474
Phone: 434-5032
Fax: 434-2467

Treasure
County Sanitarian's Office
524 N. Crow Ave.
Hardin, MT 59034
Phone: 665-1156
(Garfield)

Valley
County Sanitarian's Office
Courthouse Annex
501 Court Square #1
Glasgow, MT 59230-2405
Phone: 228-8221 x 64
Fax: 228-4030

Wheatland
See Fergus County

Wibaux
See Dawson County

Yellowstone
County Sanitarian's Office
City-County
PO Box 35033
Billings, MT 59107
Phone: 256-2770
Fax: 256-2767

TRIBAL HEALTH SERVICES

Blackfeet Tribe
Box 165
Browning, MT 59417

Flathead Tribe
Tribal Sanitarian
Flathead Health Center
PO Box 358
St. Ignatius, MT 59865
745-2411
Fax 745-4235

Rocky Boy Tribe
Chippewa Cree Tribal Health Center
Box Elder, MT 59521
395-4490
Fax 395-4408

PHS Indian Health Services

Billings
Chief, Env. Health Services Branch
Institutional Sanitarian
2900 4th Avenue N, Room 307
PO Box 2143
Billings, MT 59103
247-7099
Fax 247-7229

Crow Service Unit
Field Sanitarian
Environmental Health & Eng.
PHS Indian Hospital
PO Box 9
Crow Agency, MT 59022
638-3473
Fax 638-3569

Blackfeet Service Unit
Field Sanitarian
PHS Indian Hospital
PO Box 760
Browning, MT 59417
338-6170
Fax 338-2437

Fort Belknap Service Unit
Tribal Sanitarian
PHS Indian Hospital
Route 1 Box 67
Harlem, MT 59526
353-2651
Fax 353-2998

Northern Cheyenne Service Unit
Tribal Sanitarian
PHS Indian Health Center
PO Box 70
Lame Deer, MT 59043
477-6368
Fax 477-8366 or 477-6227

Fort Peck Service Unit
Tribal Sanitarian
PHS Indian Health Service
Verne E. Gibbs Health Center
PO Box 67
Poplar, MT 59255
768-5301, 3491
Fax 768-3603 or 768-5121

APPENDIX C

Glossary

Restored

APPENDIX D

Student Records

MAINTAINING STUDENT RECORD CONFIDENTIALITY

REQUIREMENTS AND GUIDELINES FOR STUDENT RECORDS

OFFICE OF PUBLIC INSTRUCTION

NOVEMBER 2000

INTRODUCTION

The basic mandates for student records are:

1. Family Education Rights and Privacy Act (FERPA) and its implementing regulations at 34 CFR 99.

2. Individuals With Disabilities Education Act (IDEA) and its implementing regulations at 34 CFR 300.

3. Montana Codes Annotated (MCA) and its implementing regulations in Montana Administrative Rules (ARM).

The 2FERPA applies to all school districts or state-operated programs receiving federal funds. Private schools are subject to FERPA if they receive funds under any federal program. The FERPA is not applicable solely because students attending the private school receive services under a federal program through another public school (FERPA 99.1).

DEFINITIONS

Directory information: information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended.

Disclosure: to permit access to or the release, transfer, or other communication of education records, or the personally identifiable information contained in those records, to any party, by any means, including oral, written, or electronic means.

Education records: those records that are directly related to a student, contain personally identifiable information and are maintained by the school district or institution or by a party acting for the agency or institution. The term does not include sole possession records of instructional, supervisory, and administrative personnel provided that the record is kept in the sole possession of the maker of the record, and is not accessible or revealed to any other person except a temporary substitute for the maker of the record.

Eligible student: a student who has reached 18 years of age or is attending an institution of postsecondary education.

Records: any information recorded in any way, including, but not limited to, handwriting, print, tape, film, microfilm, microfiche and computer media (34 CFR 99.3).

RIGHTS

Parent Rights under FERPA. Either parent, including a noncustodial parent, has the right to inspect and review their student's education record unless the school district or institution has been provided with evidence that there is a court order or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights (FERPA 99.4).

Student Rights under FERPA. When a student becomes an eligible student (age 18), the rights accorded to, and consent required of, parents under FERPA transfer from the parents to the student (FERPA 99.5).

SCHOOL DISTRICT REQUIREMENTS

Each school district or educational agency must:

1. adopt an education records policy and implement procedures which meet the standards of FERPA 99.6.

2. annually notify parents and students in attendance of their rights pertaining to student records (FERPA 99.7).

3. provide public notice of directory information and provide parents an opportunity to refuse to allow disclosure of such information (FERPA 99.37).

4. maintain a permanent file on each student (ARM 10.55.2002).

5. maintain separate special education records (ARM 10.55.2003).

6. under IDEA, protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages [34 CFR 300.572(a)].

7. under IDEA, designate one (1) official to assume responsibility 2for ensuring the confidentiality of education records [34 CFR 300.572(b)].

8. ensure all persons using education records under IDEA are trained on confidential requirements of IDEA and FERPA [34 CFR 300.572(c)].

ACCESS RIGHTS

The school district shall permit a parent to inspect and review the education records of the student. The school district or institution shall comply with a request for access to records within a reasonable period of time, but in no case more than 45 days after it has received the request (FERPA 99.10), (For IDEA, see also 34 CFR 300.562).

The parents have the right to inspect and review only the information relating to their child (FERPA 99.12), (34 CFR 300.564).

School officials, including teachers of the school district, who have been determined by school board policy to have a legitimate educational interest, have access to a student's education records (34 CFR 99.31).

Fees

A school district or institution may charge a fee for a copy of an education record unless the imposition of a fee effectively prevents a parent from exercising the right to inspect and review the student's education records (FERPA 99.11), (34 CFR 300.566).

Record of Access

A school district shall maintain a record of each request for access to and each disclosure of information from the education records of each student. The record must include the date of access, the person's name, and the purpose for accessing the record (FERPA 99.32), (For IDEA, see also 34 CFR 300.563).

A record of access does not apply if the request was from, or the disclosure was to, the parent, eligible student, authorized school official, a party with written consent from the parent, or a party seeking directory information (FERPA 99.32).

DISCLOSURE REQUIREMENTS

Prior Consent Required for Disclosure

The parent shall provide a signed and dated written consent before a school district or institution discloses personally identifiable information from the student's education records, except as provided in FERPA 99.31 (ARM 10.16.1005).

Prior Consent Not Required for Disclosure

A school district or institution may disclose personally identifiable information from an education record of a student without the written consent of the parent if the disclosure is:

1. to officials of another school district or institution in which the student seeks to enroll provided that the school district has a notice in its policies that it forwards education records on request to a school in which the student seeks or intends to enroll and the parents receive a copy, if desired, and have an opportunity to challenge the content of the record.

2. for directory information if the school district has given public notice to parents of students in attendance of the types of information that the school has designated as directory information. A parent has the right to refuse to let the agency or institution designate any or all of those types of information about the student as directory information.

3. to organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate, or administer predictive tests, administer student aid programs, or improve instruction provided that the studies are conducted in such a manner as will not permit personal identification of students or their parents and the personally identifiable information is destroyed when no longer needed for the purposes for which the study was conducted.

4. to comply with a judicial order or lawfully issued subpoena if the school district or institution makes a reasonable effort to notify the parent of the order or subpoena in advance of compliance.

Disclosure without parent consent may also be made under certain other conditions identified in FERPA 99.31.

Disclosure from Disciplinary Records

Nothing in FERPA prohibits a school district from disclosing appropriate information concerning disciplinary action taken against a student for conduct that posed a significant risk to the safety or well-being of that student, other students, other members of the community, or teachers and school officials, including teachers and school officials in other schools that have been determined to have legitimate educational interests in the behavior of the student [20 USC 1232g(h)(2)].

Disclosure to Federal and State Officials

Authorized federal and state officials may have access to education records in connection with an audit or evaluation of federal or state-supported education programs, or for the enforcement of, or compliance with, federal legal requirements which relate to those programs (FERPA 99.35).

Disclosure for Health and Safety Emergencies

A school district may disclose information from an education record to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals (FERPA 99.36).

Disclosure to Juvenile Justice System

A school district may disclose information from an education record of a student in response to a written request from the juvenile justice system if the records are needed prior to adjudication and the justice system official certifies in writing that the information will not be disclosed to any other party except as provided under state law without prior written consent of the parent of the student [20 USC 1232g(b)(1)(E)].

Redisclosure

Except for directory information, a school district may disclose information from an education record only on the condition that the party to whom the information is disclosed will not disclose the information to any other party without the prior consent of the parent (FERPA 99.33).

Transfer of School Records (20-1-213, MCA)

1. Subject to the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g, as amended, and its implementing regulations at 34 CFR, part 99, and to the provisions of the Individuals With Disabilities Education Act, 20.

U.S.C. 1411 through 1420, and its implementing regulations at 34 CFR, part 300, local educational agencies and accredited schools shall adopt a policy that a certified copy of the permanent file, as defined by the board of public education, and the file containing special education records of a student will be forwarded by mail or electronically to a local educational agency or accredited school in which the student seeks or intends to enroll within 5 working days after a receipt of a written or electronic request.

2. If records cannot be forwarded within 5 days, the local educational agency or accredited school shall notify the requestor in writing or electronically providing the reasons why the local educational agency or accredited school is unable to comply within the 5-day timeframe and the local educational agency or accredited school shall provide the date by which the requested records will be transferred.

3. A local educational agency or accredited school may not refuse to transfer files because a student owes fines or fees.

4. The files that are forwarded must include education records in the permanent file, special education records, and any disciplinary actions taken against the student that are educationally related.

5. A local educational agency or accredited school may release student information to the juvenile justice system to assist the system's ability to effectively serve, prior to adjudication, the student whose records are released under the provisions of 20 U.S.C. 1232g(B)(1)(E) of the Family Educational Rights and Privacy Act of 1974, as amended. The official to whom the records are disclosed shall certify in writing to the sending official that the information will not, except as provided by law, be disclosed to any other party without prior written consent of the parent of the student.

6. The superintendent of public instruction is encouraged to contact other states or provinces and may enter into reciprocal records transfer agreements with the superintendent of public instruction or a department of education of any state or province. The superintendent of public instruction shall supply a copy of any reciproeal records transfer agreement that is executed to the county superintendent of each county that may be affected by the agreement.

7. Upon request, the local educational agency or accredited school shall transfer by mail or electronically a copy of the permanent file to a nonpublic school or facility.

8. As used in this section, "local educational agency" means a public school district or a state-funded school.

AMENDMENT OF RECORDS

When a parent believes the information contained in the student's education record is inaccurate, misleading or in violation of the privacy or other rights of the student, the parent may ask the school district to amend the record. If the school district decides not to amend the record, the parents shall be informed of their right to request a hearing under FERPA 99.21, 99.22. (For IDEA, see also 34 CFR 300.567-300.570) If, as a result of the hearing, the school district decides that the information in the education record is accurate and not a violation of the privacy rights of the student, the school district must inform the parent of the right to place a statement in the record commenting on the contested information and stating why he or she disagrees with the decision of the hearing officer. Such a statement must be disclosed whenever the school district discloses the portion of the education record to which the statement relates.

COMPLAINT AND ENFORCEMENT

A person may file a complaint regarding an alleged violation under FERPA by writing the Family Policy Compliance Office, U. S. Department of Education, Washington, D.C. 20202-4605 (FERPA 99.60-99.64).

SPECIAL EDUCATION RECORDS UNDER IDEA

All special education records are subject to the FERPA requirements. In addition, under IDEA, the following rules apply:

Parental Rights

The parent has a right to have a representative of the parent inspect and review the education records [34 CFR 300.562(3)].

The parent has a right to a response from the school district to reasonable requests for explanations and interpretations of the records [34 CFR 300.562(b)(1)].

Access

1. When a parent requests to inspect or review his/her student's education records, a school district shall comply with the request without unnecessary delay and before any meeting regarding an IEP or any due process hearing [34 CFR 300.562(a)].

2. The school district shall maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to education records [34 CFR 300.572(d)].

3. At parent(s) request, the school district shall provide parents a list of the types and locations of education records collected, maintained, or used by the school (34 CFR 300.565).

4. Parental consent must be obtained before personally identifiable information is used for any purpose other than meeting a requirement under IDEA (34 CFR 300.571).

Destruction

1. The school district must maintain special education records for a minimum of five years beyond the date of cessation of special education services (ARM 10.55.2003).

2. The school district shall inform parents when personally identifiable information is no longer needed to provide educational services to the student. At the request of the parents, the information must be destroyed. However, a permanent record of a student's enrollment must be maintained (34 CFR 300.573).

SUMMARY

	Permanent Records (Required) For All Enrolled Students	Cumulative Records (Recommended)	Special Education Records	Directory Information
	1. Name and address of student 2. Name and address of parent(s) or guardian 3. Date of birth 4. Academic work completed 5. Level of achievement (e.g., grades, standardized test scores, grade level completed) 6. Immunization record 7. Attendance data	1. Access log 2. Health records (may be maintained separately) 3. Standardized test results less than three years old (e.g., intelligence, aptitude, interest or personality tests) 4. Educational and vocational plans 5. Record of extracurricular activities 6. Objective teacher evaluations/ reports 7. Parental authorizations or prohibitions 8. Discipline records (may be maintained separately)	1. Access log 2. Current referral forms 3. Permission for evaluation 4. Child study team report with accompanying evaluation data 5. Individualized education program 6. Permission for program placement 7. Other special education records as required	1. Name, address, telephone number of student 2. Date and place of birth 3. Major field of study 4. Participation in officially recognized activities and sports 5. Weight and height of members of athletic teams 6. Dates of attendance 7. Degrees and rewards received 8. The most recent previous education agency or institution attended by the student 9. Other similar information
Access	Parents or eligible students designated under Access Rights	Parents or eligible students designated under Access Rights	Parents or eligible students designated under Access Rights	In accordance with school district policy by public notice
Transfer Records	**Copy** of permanent records will be sent to other school systems in compliance with FERPA	Cumulative records will be sent to other school systems in compliance with FERPA	Special education records will be sent to other school systems as part of education records	Directory record will be sent to other school system as part of education record
Security	Kept in fireproof file or vault in the school building	Locked storage	Locked storage	Not applicable
Maintenance	Information kept current and accurate	Periodically reviewed with outdated information destroyed in accordance with board policy	Periodically reviewed with selected outdated information placed in a historical file	Information kept current and accurate
Destruction	**Never.** Maintained in perpetuity for every student who has been enrolled in the district or rural schools in the county superintendent's office	Destroyed in accordance with board policy after the student graduates or permanently leaves the district	Destroyed five years from the end of the student's special education services or per parent request in 300.573 when no longer needed by the school	Destroyed in accordance with board policy after the student graduates or permanently leaves the district

APPENDIX E

School Day, Week, Year

Appendix E—School Day, Week, Year

SCHOOL YEAR AND SCHOOL WEEK

1. The school fiscal year must begin on July 1 and end on June 30 (20-1-301).

2. The school district shall schedule a school term of at least 180 days, Monday through Friday, and the minimum aggregate hours, in accordance with state law (20-1-301 and 20-1-303 MCA).

   a) 90 days and 360 aggregate hours of pupil instruction for kindergarten.
   b) 180 days and 720 aggregate hours for grades 1 through 3.
   c) 180 days and 1,080 aggregate hours for grades 4 through 12.
   d) *Exception:* 175 days and 1,050 aggregate hours for graduating seniors.

3. A Saturday may not count as an instructional day unless it is used as a make-up day when an emergency has closed the school during the regular school week. In such emergencies, approval for holding school on a Saturday must be obtained from the superintendent of public instruction except where an emergency is of one day's duration in which instance the district through its own procedure may approve the make-up day (20-1-303 MCA).

STANDARD SCHOOL DAY

1. "A school day of pupil instruction must be at least 2 hours for kindergartens, at least 4 hours for grades 1 through 3, and at least 6 hours for grades 4 through 12. The number of hours in any one school day may be reduced at the discretion of the trustees if the total number of pupil instruction hours in the school year is not less than the minimum aggregate hours required in 20-1-301 MCA." (20-1-302 MCA)

   a) Lunch time may not be counted toward meeting the standard school day nor minimum aggregate hours required.

   b) ". . . unstructured recess periods may **not** be counted as part of the mandated hours of pupil instruction. However, recess periods, for which there has been an identifiable effort to provide guidance and structure and which are directly or indirectly under supervision of the certified teacher, may be counted as pupil instruction under 20-1-101(11) and 20-1-302 MCA."

   c) Although passing time between classes may be counted toward meeting the standard school day and the minimum aggregate hours required, passing time may not be counted as instructional time needed to meet the requirements of a "unit" of time. (Rules 10-55.902, 904-906)

Hours and Days of Instruction
Pupil instruction-Related Days

10.65.101 POLICY GOVERNING PUPIL INSTRUCTION-RELATED DAYS APPROVED FOR BASE FUNDING PROGRAM CALCULATIONS (1) A school which in any fiscal year was in session for at least 180 pupil instruction days and provided the minimum aggregate hours required (20-1-301) may count for the year's foundation program a maximum of seven PIR days with a minimum of three of the days for instructional and professional development meetings or other appropriate inservice training. These seven PIR days in addition to the required 180 pupil instruction days and the minimum aggregate hours may be counted provided that such additional days did not include any time counted for pupil instruction as provided in 20-1-302, MCA and were used for one or more of the following purposes in accordance with the regulations hereby established:

(a) Staff orientation held prior to the beginning of pupil instruction for the purpose of organization of the school year.

(b) Staff professional development programs scheduled during the year for the purpose of improving instruction (ARM 10.55.714) shall include annual instructional and professional development meetings. Staff may attend either the instructional and professional development meetings or attend the equivalent number of hours of other appropriate inservice training as prescribed by the board of trustees. The board of trustees shall not prescribe equivalent hours during time approved for PI funding.

(c) Parent-teacher conferences for the purpose of acquainting parents with the school and the progress of their children. This day may be divided into hourly increments so as to provide six (6) hours over two (2) days and may occur in addition to, but may not duplicate, a pupil instruction (PI) day.

(d) Post-school record and report completion at the end of the pupil instruction year. This day may be divided so as to provide one-half day at the end of each semester or quarter.

(e) A school district may count for the year's foundation program a total of not more than three and one-half days in addition to the required 90 pupil instruction days and the minimum aggregate hours required for kindergarten purposes, the above-named purposes.

10.65.102 REPEALED.

10.65.103 PROGRAM OF APPROVED PUPIL INSTRUCTION-RELATED DAYS (1) A copy of the program planned and executed for each day approved by the board of trustees (except the annual instructional and professional development meetings) must be kept on file in the office of the appropriate school official.

(2) The program(s) for each approved day referred to in ARM 10.65.101 (1) (a) - (d) shall be planned and executed so as to require the participation of each professional staff member for a total of six hours for each approved PIR day. Professional development time may be divided into no less than two hour increments to facilitate delivery of professional development programs.

(3) Saturdays and holidays, while not pupil instruction days, may be approved for pupil instruction-related days noted in ARM 10.65.101 (1) (a) - (d).

APPENDIX F

Accreditation Procedures/ Applications/Forms

Office of Public Instruction
Division of Accreditation
PO Box 202501
Helena, MT 59620-2501

ANNUAL ACCREDITATION PROCESS CALENDAR

(Approximate Dates)

September
— Schools receive Fall Report and Personnel Roster forms from the OPI.
— On-site accreditation visits begin and continue throughout the school year (September-May).

October 10
— Completed Fall Reports, Personnel Rosters and schedules must be sent to county superintendents.

October 15-April
— The OPI staff synthesizes and analyzes all accreditation information.

December 1
— **Schools that (1) do not submit completed fall reports by this date**
OR
(2) continue to employ noncertified staff by this date will be recommended for no higher than a deficiency with assistance accreditation status for the current school year.

January 20
— The OPI staff reviews possible advice/deficiency with assistance schools and recommends status to Superintendent.

February
— With the exception of noncertified staff and reports submitted after deadline (December 1), schools being considered for possible advice/deficiency with assistance status are notified and allowed time to make corrections.

February 20
— The OPI accreditation staff meet with Superintendent to finalize accreditation recommendations.
— Report is prepared for the Board of Public Education.

March/April
— State Superintendent reviews new information and makes final recommendations to the Board of Public Education.
— The Board of Public Education assigns final status to schools.
— The OPI notifies schools of status and requires Deficiency with Assistance and second-year Advice schools to submit a plan of improvement by August 1.

May
— State Superintendent recommends approval/denial of variance requests to the Board of Public Education.
— The Board of Public Education determines approval/denial of variance requests.

Ongoing
— Accreditation standard changes are sent to all districts prior to their effective date.
— On-site accreditation visitations.

Office of Public Instruction
Division of Accreditation
PO Box 202501
Helena, MT 59620-2501

REGULAR STATUS CRITERIA

Purpose

The following criteria will be used when determining the accreditation status to be recommended to the State Superintendent. A school meeting the regular accreditation standards with minor deviations will be recommended for regular status.

10 .55.605.1 Regular Accreditation

(a) Regular accreditation means the school has:

(i) its program aligned to the content and performance standards and program area standards;

(ii) certified staff that are appropriately assigned, and fully utilized;

(iii) school programs and resources that are adequate;

(iv) facilities that meet appropriate standards; and

(v) school trustees, staff, parents, and community that work together to provide a quality education.

(b) When the school meets the regular accreditation standards with minor deviations, these deviations are noted on the annual accreditation status letter as minor citations when considering the school program in its entirety.

Office of Public Instruction
Division of Accreditation
PO Box 202501
Helena, MT 59620-2501

ADVICE STATUS CRITERIA

Purpose

The following criteria will be used when determining the accreditation status to be recommended to the State Superintendent. A school receiving any ***one*** citation from the following criteria may be recommended for an advice status.

Certification

1. A school where more than 5 percent of its total instructional assignments are taught by misassigned staff. All teachers, counselors, librarians and school psychologists are given equal weight in considering misassignments—**first occurrence.**
2. Teachers are not assigned at the levels and/or in the subjects for which their certificates are endorsed. Annual progress and documentation of plan of intent must be provided—**same teacher—third occ2urrence.**
3. Teacher holding a secondary-level certificate only is assigned to a self-contained elementary-level classroom—**first occurrence**. Documentation of plan of intent must be provided.
4. Superintendents, principals, administrative assistants or administrative interns do not have proper endorsement and program of study for completion of administrative endorsement. Documentation of plan of intent must be provided—**first occurrence.**

School Leadership

5. School does not employ, as required by state law, a District Superintendent—**first occurrence.**
6. School does not have the required minimum number of administrators—**second occurrence.**

School Program

7. Library services/guidance services/required programs are not provided—**first occurrence.**
8. School does not provide minimum educational programs or subjects are not available or offered to students—**first occurrence.**
9. Schools with 7-8 funding do not meet time requirements; guidance counselors and librarians are not endorsed and no program of study for completion of endorsement has been provided—**second occurrence.**
   Although annual application for 7-8 program approval is not required, districts receiving an advice status with note of this deviation may be required to reapply for program approval to maintain 7-8 funding.
10. Programs assigned to any teacher without appropriate endorsement—**fourth occurrence.**

School Facilities

11. Facilities create safety and health hazards and inadequate learning conditions—**first occurrence.**
12. Facilities have been cited for violation of uniform fire code by the state fire marshall or local fire department—**third occurrence.**

General

13. School has submitted incomplete or inaccurate reports—**first occurrence.**
14. Any continuing deviations have occurred for three ***consecutive*** years without note of annual progress or plan of intent has not been followed—**third occurrence.**
15. Approved variance(s) has not been followed—**first occurrence**.

Should a school be recommended for advice a second or succeeding years, the local school board must adopt and submit a school improvement plan to the Superintendent of Public Instruction by August 1 of the ensuing school year. This plan must show a systematic procedure for the correction of deviations noted.

Section 20-9-344, MCA, gives the Board of Public Education the authority to withhold distribution of state equalization aid when the district fails to submit required reports or maintain accredited status. Rules 10.67.102 and 10.67.103, ARM, establish the procedures and hearing schedules as adopted by the Board of Public Education.

Office of Public Instruction
Division of Accreditation
PO Box 202501
Helena, MT 59620-2501

DEFICIENCY WITH ASSISTANCE STATUS CRITERIA

Purpose

The following criteria will be used when determining the accreditation status to be recommended to the State Superintendent. A school receiving any ***one*** citation from the following criteria may be recommended for deficiency with assistance status.

Certification

1. Non-certified teachers/administrators are employed—**first occurrence.**
2. A school where more than 5 percent of its total instructional assignments are taught by misassigned staff. All teachers, counselors, librarians and school psychologists are given equal weight in considering misassignments—**second occurrence.**
3. Teachers are not assigned at the levels and/or in the subjects for which their certificates are endorsed. Annual progress and documentation of plan of intent must be provided—**same teacher—fourth occurrence.**
4. Teacher holding a secondary-level certificate only is assigned to a self-contained elementary-level classroom—**second occurrence**. Documentation of plan of intent has not been provided or annual progress has not been documented.
5. Superintendents, principals, administrative assistants or administrative interns do not have proper endorsement and program of study for completion of administrative endorsement. Documentation of plan of intent must be provided—**second occurrence.**

School Leadership

6. School does not employ, as required by law, a District Superintendent—**second occurrence.**
7. School does not have the required minimum number of administrators—**third occurrence.**

School Program

8. Library services/guidance services/required programs are not provided—**second occurrence.**
9. School does not provide minimum educational programs or subjects are not available or offered to students—**second occurrence.**
10. Schools with 7-8 funding do not meet time requirements; guidance counselors and librarians are not endorsed and no program of study for completion of endorsement has been provided—**third occurrence.**
    Districts receiving a deficiency with assistance accreditation status with note of this deviation may be recommended to the Board of Public Education to rescind 7-8 funding.
11. Programs assigned to any teacher without appropriate endorsement—**fifth occurrence.**

School Facilities

12. Facilities create safety and health hazards and inadequate learning conditions—**second occurrence.**
13. Facilities have been cited for violation of uniform fire code by the state fire marshall or local fire department—**fourth occurrence.**

General

14. School has not submitted required reports—**first occurrence.**
15. School has submitted incomplete or inaccurate reports—**second occurrence.**
16. Any continuing deviations have occurred for four ***consecutive*** years without note of progress or plan of intent has not been followed—**fourth occurrence.**
17. Approved variance(s) has not been followed—**second occurrence.**

Should a school be recommended for deficiency with assistance status, the local school board must adopt and submit a school improvement plan to the Superintendent of Public Instruction by August 1 of the ensuing school year. This plan must show a systematic procedure for the correction of deviations noted. The school administrators and the chairperson of the board may be required to appear before the Board of Public Education.

Section 20-9-344, MCA, gives the Board of Public Education the authority to withhold distribution of state equalization aid when the district fails to submit required reports or maintain accredited status. Rules 10.67.102 and 10.67.103, ARM, establish the procedures and hearing schedules as adopted by the Board of Public Education.

Office of Public Instruction
Division of Accreditation
PO Box 202501
Helena, MT 59620-2501

NONACCREDITED STATUS CRITERIA

Purpose

The following criteria will be used when determining the accreditation status to be recommended to the State Superintendent. A school receiving any ***one*** citation from the following criteria may be recommended for nonaccredited status.

10 .55.605.5 Nonaccredited

1. Nonaccredited status means that a school on deficiency status failes to document that it has met its improvement plan.
2. Noncertified staff have been employed—**third occurrence.**
3. Facilities have been cited for violation of uniform fire code by the state fire marshall or local fire department—**fifth occurrence.**
4. Facilities create safety and health hazards and inadequate learning conditions—**third occurrence.**

Office of Public Instruction
Division of Accreditation
PO Box 202501
Helena, MT 59620-2501

MIDDLE SCHOOL ACCREDITATION APPROVAL PROCESS

DUE DATE: March 1
To: Office of Public Instruction
Accreditation Department

n approving a program of a school to meet accreditation Rule 10.55.902, the Office of Public Instruction (OPI) will use as a guide the following process:

1. Application from the school district must be received by the Office of Public Instruction, Accreditation Department, by ***March 1.*** Approval or provisional approval must be granted prior to incorporation of a middle school program. Materials to be reviewed shall include:

   a. completed application form
   b. class schedules
   c. curriculum guides

2. A committee of OPI personnel will be formed to review application materials.

   a. Evaluation of materials shall be made in accordance with the actual requirements of Rule 10.55.902.

3. The committee will make a recommendation of approval/denial to the Superintendent of Public Instruction.

4. Recommendations shall include three categories:

   a. Approval (total requirements are met)
   b. Denial (specific reasons for denial will be given)
   c. Provisional Approval (one year)

      1) Initial on-site visitation by OPI personnel will be established with the school district.
      2) A chairperson will be assigned from OPI personnel to continually work with the district throughout the year to provide assistance, inservice, and to help the school district personnel develop a middle school program that will meet all the requirements of Rule 10.55.902.
      3) The OPI and the school district personnel will present their overviews of the middle school program to the Board of Public Education at the scheduled April/May meeting following the initial "provisional" approval.
      4) Following the April/May meeting of the Board of Public Education, the Office of Public Instruction will notify school districts of approval/denial of official middle school accreditation status.

Office of Public Instruction
Division of Accreditation
PO Box 202501
Helena, MT 59620-2501

Application for Approval
Middle School Program
Through Provisions of
Sections 20-9-311 and 20-9-312, MCA

DUE DATE: March 1
To: Office of Public Instruction
Accreditation Department

Program offerings for grades _____ to _____
for school year _____ - _____

OPI USE ONLY

School Dist. Name:	Legal Entity:
School Name:	School Code:
County:	County No.:

Rule 10.55.902 (Program)

	Yes	No
1. Are the following subjects and specific content included within a balanced program?		
Visual Arts: art history, art criticism, aesthetic perception and production	☐	☐
English/Language Arts: literature, language study, reading, writing, listening and speaking	☐	☐
Health Enhancement: health and physical education	☐	☐
Social Studies	☐	☐
Mathematics: written and mental computation and problem solving	☐	☐
Music: general, instrumental and vocal (emphasizing comprehensive music elements, music history, criticism, aesthetic perception and music production)	☐	☐
Science: broad, basic science approach incorporating the physical and life science disciplines	☐	☐
Vocational/Practical Arts: (please specify) e.g., agriculture, business education, home economics, industrial arts and marketing (computer education, if previously approved)	☐	☐
Second Language: (effective 7/1/94)	☐	☐
Exploratory Courses: (please specify) e.g., creative writing, dance, drama, photography	☐	☐
2. Are cross-content and thinking skills incorporated into the school program?	☐	☐
3. Are local learner goals (10.55.602.1h) developed for each required program area (10.55.902)?	☐	☐

Rule 10.55.709 (Librarian)

	Yes	No
4. Is the library housed in a central location?	☐	☐
5. Is the librarian endorsed?	☐	☐
Name_____		
6. Is the librarian assigned as follows:		
A. Assigned time is provided for schools with fewer than 125 middle school students, or	☐	☐
B. Assigned half time for schools with 126-250 middle school students, or	☐	☐
C. Assigned full time for schools with 251 to 500 middle school students, or	☐	☐
D. Over 500 middle school students, see Rule 10.55.709(2)(c-f), please attach explanation	☐	☐

Rule 10.55.710 (Guidance Counselor) — Yes ☐ No ☐

7. Does the guidance counselor have a guidance and counseling endorsement? ..... ☐ ☐

   Name_____

8. Are guidance and counseling services provided at the equivalent of one counselor per 400 middle school students? ..... ☐ ☐

9. What percentage of time are guidance and counseling services provided? ..... _____

Rule 10.55.708(1) (Teaching Assignments) — Yes ☐ No ☐

10. Are all teachers assigned at the levels and in the subjects for which their certificates are endorsed? ☐ ☐

Rule 10.55.713(1) (Teacher Load and Class Size)

11. In addition to the school administrator, do you employ a sufficient number of FTEs to allow for varying instructional patterns including, but not limited to, teaming, core curriculum and departmentalization? ..... ☐ ☐

12. Attach a proposed **master schedule** that indicates:

    A. Full names of teachers, librarians, counselors and administrator(s).

    B. Number and grade level of students in each subject for each period. Please indicate passing time and number of minutes per instructional period.

NOTE: Applications MUST include a proposed master schedule. If you anticipate staff changes and do not know new employee's name, please identify that teacher's, counselor's or librarian's position. Provide the name of the new employee as soon as that information is available. Please indicate passing time between classes and length of class period separately.

General

13. Curriculum guides are included for each program area. ..... ☐ ☐

14. Total number of students served in this middle school program ..... _____

15. Grade levels served by this middle school program ..... Grades ____ thru ____

16. Additional information or comments (if any questions were marked **NO**, please provide an explanation):

CERTIFICATION: The information on this application is correct to the best of my knowledge.

Printed Name/Board of Trustees Chairperson	Signature	Date

Printed Name/Superintendent (District or County)	Signature	Date

APPROVAL/DENIAL—OFFICE OF PUBLIC INSTRUCTION

Superintendent of Public Instruction	☐ Approval ☐ Denial	Date

Authorized Signature	Date

Office of Public Instruction
Division of Accreditation
PO Box 202501
Helena, MT 59620-2501

Application for Approval
Seventh and Eighth Grade Program
Through Provisions of
Sections 20-9-311 and 20-9-312, MCA

DUE DATE: June 1
To: Office of Public Instruction
Accreditation Department

Basic education program for grades 7 and 8 for school year 20___ - 20___

OPI USE ONLY

School Dist. Name:	Legal Entity:
School Name:	School Code:
County:	County No.:

Rule 10.55.902	Rule 10.55.906.1(a)(b)	Yes	No
1. English/Language Arts	One unit each year to each grade level	☐	☐
2. Social Studies	One unit each year to each grade level	☐	☐
3. Mathematics	One unit each year to each grade level	☐	☐
4. Science	One unit each year to each grade level	☐	☐
5. Health Enhancement (health and physical education)	One-half unit each year to each grade level	☐	☐
6. Music	One-half unit each year to each grade level	☐	☐
7. Second Language (eff. 7/1/94)	One-half unit each year to each grade level	☐	☐
8. Visual Arts	One-half unit each year to each grade level	☐	☐
9. Vocational/Practical Arts [please specify program(s)] _____	One-half unit each year to each grade level	☐	☐

Rule 10.55.906.1(a)(b) defines a unit . . .

Rule 10.55.709 (Librarian)	Yes	No
10. Is the librarian endorsed?	☐	☐
Name_____		
11. Is the library housed in a central location?	☐	☐
12. Is the librarian assigned as follows:		
A. Assigned time is provided for schools with fewer than 125 seventh and eighth grade students, or	☐	☐
B. Assigned half time for schools with 126 to 250 seventh and eighth grade students, or	☐	☐
C. Assigned full time for schools with 251 to 500 seventh and eighth grade students, or.	☐	☐
D. Over 500 seventh and eighth grade students, see Rule 10.55.709(2)(c-f), please attach explanation	☐	☐

Rule 10.55.710 (Guidance Counselor) — Yes / No

13. Does the guidance counselor have a guidance and counseling endorsement? ☐ ☐
    Name(s)_____
14. Are guidance and counseling services provided at the equivalent of one counselor per 400 students? ☐ ☐
15. What percentage of time are guidance and counseling services provided? _____

Rule 10.55.708 (Teaching Assignments) — Yes / No

16. Are all teachers assigned at the levels and in the subjects for which their certificates are endorsed? ☐ ☐

Rule 10.55.713 (Teacher Load and Class Size) — Yes / No

17. In addition to the school administrator, do you employ a sufficient number of FTEs to allow for varying instructional patterns including, but not limited to, teaming, core curriculum and departmentalization? ☐ ☐
18. Attach a proposed **master schedule** that indicates:
    A. Full names of teachers, librarians, counselors and administrator(s).
    B. Number and grade level of students in each subject for each period. Please indicate passing time and number of minutes per instructional period.

NOTE: Applications MUST include a proposed master schedule. If you anticipate staff changes and do not know new employee's name, please identify that teacher's, counselor's or librarian's position. Provide the name of the new employee as soon as that information is available. Please indicate passing time between classes and length of class period separately.

General

19. Total number of students served in this seventh and eighth grade program _____
20. Do the curriculum and related learner goals address the requirements of school program area standards? Yes ☐ No ☐
21. Additional information or comments (if any questions were marked NO please provide an explanation):

CERTIFICATION: The information on this application is correct to the best of my knowledge.

Printed Name/Board of Trustees Chairperson	Signature	Date

Printed Name/Superintendent (District or County)	Signature	Date

APPROVAL/DENIAL—OFFICE OF PUBLIC INSTRUCTION

Superintendent of Public Instruction	☐ Approval ☐ Denial	Date

Authorized Signature	Date

Office of Public Instruction
Division of Accreditation
PO Box 202501
Helena, MT 59620-2501

ALTERNATIVE STANDARD(S) REQUEST
Rule 10.55.604

DUE DATE: March 1
To: Office of Public Instruction
Accreditation Department

OPI USE ONLY

School Dist. Name:	Legal Entity:
School Name:	School Code:
County:	County No.:

Purpose:

Rule 10.55.604 (Alternative Standard) provides schools an opportunity to replace or modify any accreditation rule(s) (with the exception of certification or rules pertaining to law) in *Montana School Accreditation Standards* with a rule that has been developed to better meet the educational need of the school(s) or district involved. The intent of Rule 10.55.604 is to allow locally initiated proposals that better reflect the unique individuality of each district, as well as foster innovative approaches to solving educational problems. **Application must be made through the Office of Public Instruction.** The Board of Public Education must approve an alternative standard(s) prior to its incorporation within the school program. Final approval/denial will be determined by the Board of Public Education at its April/May meeting. All schools will be notified by the Office of Public Instruction.

Approval Criteria:

The major consideration in determining if a proposed alternative would be acceptable is whether the proposed change or modification shows clearly how it will **equal or better** what is accomplished by the present minimum accreditation rule(s). Initial approval will be effective for a one-year period. The district may reapply for a possible five-year approval. The Board of Public Education will determine final approval/denial at the scheduled April/May meeting.

Alternative Standard:

1. List the current accreditation rule(s) which will be replaced or modified with a proposed alternative, i.e., 10.55.705.1.d.

_____

_____

Provide a brief description of the current accreditation rule(s) and how you are presently meeting this rule(s).

_____

_____

_____

_____

_____

_____

2. Explain the proposed alternative(s):

3. List at least one specific, measurable objective that clearly shows how your proposed alternative will **equal or better** what is presently being accomplished in your school(s) or district.

4. List how the above objective(s) will be evaluated.

CERTIFICATION: The information on this application is correct to the best of my knowledge.

Printed Name/Board of Trustees Chairperson	Signature	Date

Printed Name/Superintendent (District or County)	Signature	Date

RECOMMENDATION—OFFICE OF PUBLIC INSTRUCTION

Superintendent of Public Instruction	☐ Approval ☐ Denial	☐ 1 year ☐ 5 years	Date

Authorized Signature	Date

APPROVAL/DENIAL—BOARD OF PUBLIC EDUCATION

Chairperson	☐ Approval ☐ Denial	☐ 1 year ☐ 5 years	Date

Office of Public Instruction
Division of Accreditation
PO Box 202501
Helena, MT 59620-2501

NOTICE OF INTENT TO USE PERFORMANCE-BASED ACCREDITATION

DUE DATE: March 1
To: Office of Public Instruction
Accreditation Department

OPI USE ONLY

School Dist. Name:	Legal Entity:
School Name:	School Code:
County:	County No.:

Purpose:

This form is designed to provide notification to the Office of Public Instruction and the Board of Public Education. This "Intent" can neither be approved nor denied. Its primary purposes are to allow all interested parties to exchange information pertinent to the process, coordinate resources, and plan technical assistance as requested.

Rule 10.55.604(5), the Performance-Based Accreditation option of the Alternative Standard, provides schools with an opportunity to obtain accreditation through a process that involves self-evaluation, peer-review, and on-site visitations. By selecting this option, schools seek to demonstrate that the performance of their students meets the goals of their program or directs specific changes to their program that will improve student performance. The alternative standard allows schools to develop local standards which are applicable to their school improvement plans. Performance-Based Accreditation is an alternative to traditional accreditation.

Schools are encouraged to involve all their stakeholders in the decision to use Performance-Based Accreditation and planning for this process.

1. List the groups that have been represented in the decision to use PBA:

_____

_____

_____

_____

_____

_____

2. When will the Plan to Employ Performance-Based Accreditation be submitted to the OPI?

_____

3. In what year do you expect to host an on-site review? _____

Authorized Representative	Date

Office of Public Instruction
Division of Accreditation
PO Box 202501
Helena, MT 59620-2501

PLAN TO EMPLOY PERFORMANCE-BASED ACCREDITATION

DUE DATE: March 1
To: Office of Public Instruction
Accreditation Department

OPI USE ONLY

School Dist. Name:	Legal Entity:
School Name:	School Code:
County:	County No.:

Purpose:

Rule 10.55.604(5), the Performance-Based Accreditation option of the Alternative Standard, provides schools with an opportunity to obtain accreditation through a process that involves self-evaluation, peer-review, and on-site visitations. By selecting this option, schools seek to demonstrate that the performance of their students meets the goals of their program or directs specific changes to their program that will improve student performance. The alternative standard allows schools to develop local standards which are applicable to their school improvement plans. Performance-Based Accreditation is an alternative to traditional accreditation.

Approval Criteria:

The major consideration in determining if the Performance-Based Accreditation alternative will be acceptable is whether the plan demonstrates a serious and meaningful attempt to achieve school improvement. This plan must incorporate the five steps listed in 10.55.604(5) or their equivalent. The district must have obtained Board of Public Education approval waivers for any of the Montana School Accreditation Standards that are not met or are modified as a result of the School Improvement Plan. Schools will be granted accreditation status through the traditional method until they are granted "Performance-Based Accreditation Status." The district may reapply for a possible five-year approval after the initial on-site review.

Plan to Employ Performance-Based Accreditation:

1. Please estimate the month and year that you will host an on-site review team. _____/_____
   Month Day

2. List the groups that have been involved in the development of this plan:

   _____

   _____

   _____

   _____

3. Please attach copies of the Alternative Standard(s) Requests that have been approved by the Board of Public Education as part of your plan.

4. Please attach a summary of the process that was used in the development of the Plan to Employ Performance-Based Accreditation.

5. Please attach drafts of the following:

   a. Student/Community Profile
   b. Mission Statement
   c. Desired Learner Results (Performance Standards)
   d. Analysis of Instructional and Organizational Effectiveness
   e. Outline of School Improvement Plan

—To Be Revised—

CERTIFICATION: The information on this application is correct to the best of my knowledge.

Printed Name/Board of Trustees Chairperson	Signature	Date

Printed Name/Superintendent (District or County)	Signature	Date

RECOMMENDATION—OFFICE OF PUBLIC INSTRUCTION

Superintendent of Public Instruction	☐ Approval ☐ Denial	☐ 1 year ☐ 5 years	Date

Authorized Signature	Date

APPROVAL/DENIAL—BOARD OF PUBLIC EDUCATION

Chairperson	☐ Approval ☐ Denial	☐ 1 year ☐ 5 years	Date

Office of Public Instruction
Division of Accreditation
PO Box 202501
Helena, MT 59620-2501

APPLICATION FOR APPROVAL
7-8 PRACTICAL ARTS PROGRAM
Computer Education Offering

DUE DATE: June 1
To: Office of Public Instruction
Accreditation Department

OPI USE ONLY

School Dist. Name:	Legal Entity:
School Name:	School Code:
County:	County No.:

Purpose:

Computer education may be used as a practical arts offering in grades 7 and 8 as listed in Rule 10.55.902.5(h) and Rule 10.55.903.2(h) if approved by the Office of Public Instruction. Approval must be received from the Office of Public Instruction prior to incorporation into the school program.

Criteria:

The course content must meet the vocational education intent.

a. Topics that are consistent with this concept are keyboarding skills, word processing, use of data bases, spread sheets, and the use of the computer in any way to support further study of home economics, industrial arts, business education, marketing or agriculture.

b. Topics that are not consistent with this concept are computer literacy (i.e., history of computers, how computers work, etc.), computer programming or the student use of software which is supportive of other curriculum areas (e.g., mathematics, English, science, etc.).

1. Name of course:_____

2. Outline of the course (may attach additional pages):_____

_____

_____

_____

CERTIFICATION: The information on this application is correct to the best of my knowledge.

Printed Name/Board of Trustees Chairperson	Signature	Date

Printed Name/Superintendent (District or County)	Signature	Date

APPROVAL/DENIAL—OFFICE OF PUBLIC INSTRUCTION

Superintendent of Public Instruction	☐ Approval ☐ Denial	Date

Authorized Signature	Date

APPENDIX G

Recommended Program Guidelines

Appendix G—Recommended Program Guidelines

GIFTED AND TALENTED schools shall provide educational services to students commensurate to their needs. It is recommended that such services shall be outlined in a comprehensive district plan that includes:

1. Identification of talent areas and student selection criteria according to a written program philosophy;
2. A curriculum that reflects student needs;
3. Teacher preparation;
4. Criteria for formative and summative evaluation;
5. Supportive services; and
6. Parent involvement.

APPENDIX H

Duties of District Superintendent or County High School Principal

Appendix H—Duties of District Superintendent or County High School Principal

20-4-402. Duties of district superintendent or county high school principal. The district superintendent or county high school principal is the executive officer of the trustees and, subject to the direction and control of the trustees, the executive officer shall:

(1) have general supervision of all schools of the district and the personnel employed by the district;

(2) implement and administer the policies of the trustees of the district;

(3) develop and recommend courses of instruction to the trustees for their consideration and approval in accordance with the provisions of 20-7-111;

(4) select all textbooks and submit the selections to the trustees for their approval in accordance with the provisions of 20-7-602;

(5) select all reference and library books and submit the selections to the trustees for their approval in accordance with provisions of 20-7-204;

(6) have general supervision of all pupils of the district, enforce the compulsory attendance provisions of this title, and have the authority to suspend for good cause a pupil of the district;

(7) report the pupil attendance, absence, and enrollment of the district and other pupil information required by the report form prescribed by the superintendent of public instruction to the county superintendent, or county superintendents when reporting for a joint district; and

(8) perform other duties in connection with the district as the trustees may prescribe.

ACCO USA
WHEELING, ILLINOIS 60090
ITEM NO. 25978
MADE IN USA
11 50505 25978 6
RED/ROUGE/ROJO